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ABSTRACT

This is a report of the Netherlands/United States Textbook Study Project, the goal of which is to improve each nation's textbooks, especially in regard to the treatment of Netherlands in U.S. textbooks, the treatment of the United States in Netherlands' textbooks, and the treatment of relations between the two countries in each nation's textbooks. Panelists from both countries reviewed 47 Netherlands and 28 United States textbooks widely used in history, geography, and other secondary social studies courses. This summary report provides background information, a list of findings, and a series of recommendations for improving each country's textbooks. General findings are that: (1) wherever the Netherlands is dealt with in American history textbooks, it receives largely unbiased treatment, although there are a number of errors in the texts and maps; and in all the textbooks examined, (2) Dutch history receives insufficient attention, (3) the importance of England in Dutch history is overestimated, (4) the notion that the United States is the heir to the English democratic tradition is deeply rooted, and (5) in the cultural, political, military, and economic fields, the Dutch participation in Atlantic relations after 1945 is underexposed. Recommendations for the improvement of American textbooks have been divided into two categories: texts dealing with American history and texts dealing with world history. An appendix provides information about sponsoring agencies. (LH)

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# IN SEARCH OF MUTUAL UNDERSTANDING

## A Final Report of the Netherlands/United States Textbook Study

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1984

# IN SEARCH OF MUTUAL UNDERSTANDING

A Final Report of the

Netherlands/United States

Textbook Study

Sponsors

National Institute for Curriculum Development (SLO)
Enschede, Netherlands

Information and Documentation Centre for Geography of the Netherlands (IDG)
Utrecht, Netherlands

Social Studies Development Center
Indiana University - Bloomington

# FOREWORD

## Introduction

This report is the result of a project that was carried out in the years 1982/1984 in the framework of the Bicentennial of diplomatic relations between the USA and the Netherlands (1782-1982). Participating persons and institutions were the following:

### USA

- Social Studies Development Center
  Indiana University
  Bloomington, Indiana - Director: Mr. James Becker

- Professor Ian Matley (geographer)
  Michigan State University
  East Lansing, Michigan

- Professor Herbert Brinks (historian)
  Calvin College
  Grand Rapids, Michigan

### Netherlands

Information and Documentation Centre of the Geography of the Netherlands
Utrecht
Netherlands- Managing director: Dr. H. Meijer

SLO National Institute for Curriculum Development
Enschede, Netherlands
Drs. A.J. Plas (historian)
in cooperation with Drs. A. Groeneveld and R. Liesker

In September 1982, Mr. Meijer and Mr. Plas visited Bloomington, Indiana, where the details of the project were discussed, selected textbooks exchanged and arrangements made for the future course of the project.

During the winter/spring 1982/1983 textbooks were studied in both countries and the results were set down in provisional reports.

In August 1983, Professor Matley and Professor Brinks travelled to the Netherlands in order to discuss with their Dutch colleagues these reports, to draw conclusions and to make arrangements for the dissemination of the results

of the project. The latter is being done in the following ways:

- Final Report
- Information to relevant authors and publishers in both countries
- Information (articles) to magazines read by geography/history/social studies teachers in both countries

Financially, the project was made possible by agencies of the two Governments, each of which paid for the travel expenses of their own representatives and for the costs of the stay of the participants from the partner country.

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## BACKGROUND AND PURPOSE

The Netherlands/United States Textbook Study Project is a cooperative research effort sponsored by the SLO National Institute for Curriculum Development and the Information and Documentation Centre for the Geography of the Netherlands in the Netherlands and the Social Studies Development Center, Indiana University, the Association of American Geographers and the National Council for Geographic Education in the USA. Improvements in the quality of textbooks of both nations is the overall purpose of this joint project. The immediate goal of the study is to improve the treatment each country gives the other as well as the attention given to the relationships between the two countries in their respective textbooks.

The project involves the exchange and review of selected, widely-used history, geography and other social studies textbooks in secondary school social studies courses in the Netherlands and in the United States.

Representatives of the sponsoring agencies determined the scope, organization and schedule of the study, and established guidelines for the examination of the content of the textbooks to be reviewed. Using these guidelines, a panel of reviewers in each country recorded their impressions of the textbooks selected for review. These reviews were the subject of discussion at two joint meetings and provide the substance for a part of the Final Report. This summary report, one result of the project, provides background information, a list of findings, and a series of recommendations for improving each nation's textbooks.

## Social Studies in the Netherlands and in the United States

Courses in history, geography and the social studies in the Netherlands and in the United States serve similar purposes; that is, they are expected to provide knowledge about the world and to influence the attitudes of children and youth toward their own country and toward other nations. They are among the most widely offered courses in the schools of both countries.

Within each country, the stong similarity of courses and topics taught at various grades from elementary through upper secondary or high school suggests virtually a national curriculum. However, the conditions that contribute to this remarkable similarity of course offerings within each nation are quite different.

In the United States, no national curriculum mandates are prescribed by federal educational agencies. However, states may require what particular courses or topics be taught; prescriptions for objectives and specific content are rarely found. Nevertheless, commercial nationally-marketed textbooks have a homogenizing effect on the content of social studies courses. It should be noted, however, that there are many choices of textbooks available. Therefore, what appears to be a national curriculum when course titles are examined can and does vary substantially from one school to another and even from one teacher to another.

In the Netherlands, the examination program and the "teaching syllabus for State schools" exert considerable influence on the curriculum. The various courses in the secondary education system are concluded by means of the so-called "school exam" (organized by schools themselves) and by a centrally organized written examination. These exams test

the education results according to the program as laid down by the education authorities. The teaching syllabus for State schools forms the guide-line according to which the State schools must organize their teaching programs. Non-State schools are quite free to determine their own curriculum but usually follow the teaching syllabus for State schools. In addition most textbooks are organized according to this particular guide-line.

The quality of instructional materials and the manner in which they are used affect teaching and learning in classrooms everywhere. In the Netherlands and in the United States a variety of instructional materials are available to teachers of history, geography and the social studies. Nonetheless, textbooks are likely to be the primary source of information for students enrolled in history, geography and social studies courses in both countries. Teachers play the key role in classroom instruction. The manner in which the textbook is used, the extent to which students are required to read, and are held accountable for the materials in the textbooks, is largely up to the individual teacher.

Furthermore, the maps on the school room wall, stimuli provided by the various media in the school, in the home, and in the community, informal interactions with fellow students and with teachers may well leave more lasting impressions than those derived from the textbooks. Nonetheless, as long as textbooks largely set the agenda of topics to be studied, and as long as tests are based mainly on materials found in them, they will continue to be an important factor in determining the focus of instruction in the social studies.

The general purposes served by textbooks are similar in the Netherlands and in the United States, but the manner in which textbooks are prepared is quite different.

What students learn from their textbooks can affect efforts to improve Netherlands/ United States relations. Accurate information about each other does not mean agreements can always be reached or that differences can easily by resolved; nevertheless, reliable knowledge of each other is essential for building better understanding and for guiding policy decisions.

## The Dutch Educational System: A Short Review*

According to the Dutch Constitution education is a matter of continuing concern to the government. The Constitution also sets out rules for the financing of private education on the same scale as State education. Much emphasis is placed, in both the Dutch Constitution and education acts, on the guarantee of freedom to provide and receive education.

The Minister of Education and Sciences bears the ultimate responsibility for all matters concerning education, and he is assisted by two state secretaries, each responsibile for a particular area of policy. For instance, one secretary bears the responsibility for basic education and the other secondary education. The law provides for an Education Council which advises the Minister on parliamentary Bills, reorganization and innovation in education and the implementation of educational legislation.

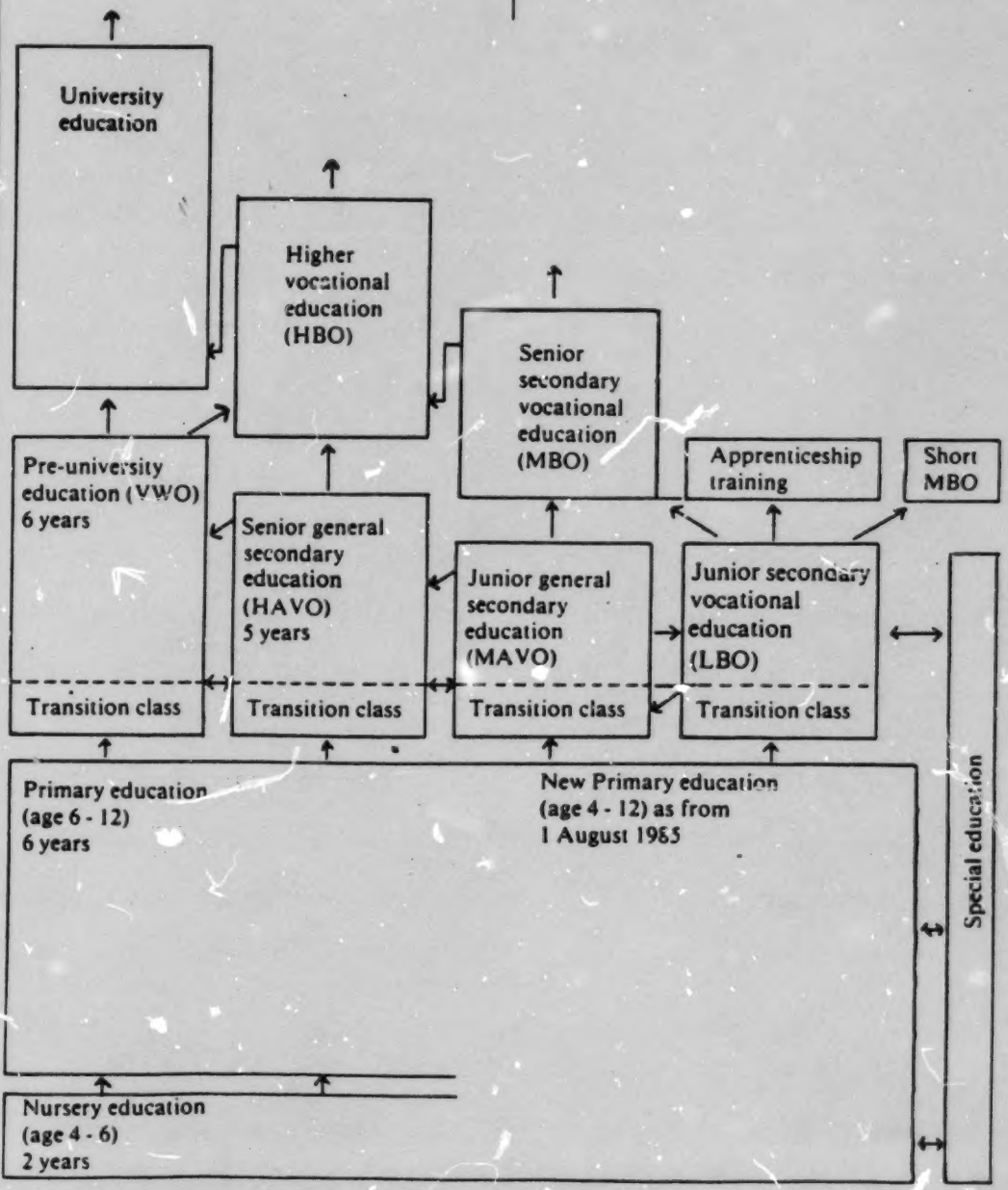
The founding of private schools in the sector of basic education is dependent on private initiative: the schools must emanate from an institution or association which has legal recognition. They only qualify for funding if they can demonstrate that the number of children attending the school will meet the legally prescribed minimum; if it does, then the municipality is obliged to help in the founding and running of the school by providing the necessary funds. The amounts involved are repaid to the municipality by the State, on the same basis as for the State schools. In 1978 almost 70% of all the primary schools in the Netherlands were private.

State and private secondary schools are also financed on an equal footing by the State. The Minister of Education and Sciences draws up an annual plan stating which schools will be eligible for financing

* See Diagram of Dutch Education System

**Diagram of the Dutch Education System**

EDUCATION AND SCIENCE


University education
Higher vocational education (HBO)
Senior secondary vocational education (MBO)
Apprenticeship training
Short MBO
Pre-university education (VWO) 6 years
Senior general secondary education (HAVO) 5 years
Junior general secondary education (MAVO)
Junior secondary vocational education (LBO)
Transition class
Transition class
Transition class
Transition class
Primary education (age 6 - 12) 6 years
New Primary education (age 4 - 12) as from 1 August 1985
Special education
Nursery education (age 4 - 6) 2 years

over the next three years.

Education is compulsory for children from the age of 6 until 16 (will be from 5-16 in 1985).

All the young people that are no longer in full-time education completing ten years schooling--are still obliged to attend part-time education for a year, which means attending an educational or training establishment for two days per week.

The Structure of the Educational System

Nursery education is not compulsory, but practically all four and five year olds attend nursery school.

Experiments are now underway to integrate nursery and primary education. The New Primary Education Bill will come into force in 1985, and will replace the 1955 Nursery Education Act and the 1920 Primary Education Act.

Primary education covers six years. It aims to provide children with the best possible continuous development, taking account of the individual differences in their progression through successive stages of development.

Primary teachers are qualified to teach all subjects, and specialized teachers other than P.E. teachers are a rarity in primary schools.

At present 5% of all children of school-going age attend special schools. Special education is provided at pre-primary, primary and secondary level.

Secondary education in the Netherlands is divided in the following categories:

a) Pre-university education (VWO) in "gymnasia" and atheneums. Schools offer a six-year course, with a direct entry from primary schools, and prepare pupils for university entrance. After four years the courses are divided in A and B streams. The B-

streams have mathematics and science as main subjects, the A-streams economics and languages. Each course culminates in a matriculation exam comprising seven subjects. The curricula of these schools cover more than just the examination subjects, and there are compulsory lessons in social studies, P.E. and some creative and arts subjects. Schools may also offer other courses, such as Russian, Spanish, Esperanto, Hebrew, religious studies, Christian history, Philosophy, etc.

b) Junior general secondary modern education (MAVO) lasts four years. It may give access to senior secondary vocational schools (MBO) and to the fourth year of senior general secondary schools (HAVO).

c) Senior general secondary (HAVO) lasts five years. It's certificate offers access to higher vocational education. Like the pre-university schools, junior and senior general secondary schools provide the broad basis for future vocational training, but at a lower level. The subjects taught are Dutch, two or three foreign languages (French, German or English) history, geography, social studies, mathematics, physics, chemistry, biology, P.E. and one or more creative or expressive subjects. Additional subjects may be included. The final examination comprises six subjects, which must include Dutch, and one foreign language, the other subjects being of the candidate's own choice.

d) Junior secondary vocational education (LBO) plays an important part in the Dutch educational system, as some 30% of children enter it directly from primary school. All junior secondary vocational courses last four years, the first two devoted almost entirely to general subjects and the last two to vocational training and education. They mainly offer technical, home economics agricultural and administrative courses.

e) Senior secondary vocational education (MBO) is open to students with a final certificate from a corresponding junior vocational school or a MAVO leaving certificate in the required subjects. The length of course varies, but there is a four-year maximum.

f) Junior Highschool ("Middenschool"). Since 1975 several schools have experimented with various types of the comprehensive school. This type of education seeks to prepare pupils for participation in a multi-cultural society.
   - to postpone the choice of a career
   - to foster emotional and technical skills as well as rational skills.

   The courses offered by a comprehensive school comprise Dutch, English, French and/or German, mathematics, integrated science, social studies, (including history, geography and economics), technology, arts, P.E.

Teacher Training

Primary school teachers qualify by attending a College of Education

which is classified as higher vocational training. Courses last three years. Along with the introduction of New Primary Education Act (1985) teacher training will be reformed and courses will last four years.

Secondary

There are two types of secondary teaching courses available in the Netherlands at present, one old and one new.

The old style teaching courses are divided along general or vocational lines. The general subject courses are as follows:

a) Courses leading to junior school teaching certificates (l.o. akten) (third grade certificate.)

b) Courses leading to senior school teaching certificates (m.o. akten) (first and second grade certifications)

c) Craft and music teaching courses

The vocational teaching courses train teachers for technical, nautical, home economics, and agricultural schools and colleges.

Teachers with a first-grade qualification are theoretically qualified to teach their subject at all levels of secondary education. Those with second-grade certificates are not qualified to teach in all types of secondary education, but they are qualified to teach in more types than those with a third-grade certificate. Courses for the junior teaching certificates (l.o. akten) take the form of evening classes at colleges of education, and usually take two years. Courses for the senior teaching certificates are provided by universities and other institutions of higher education, in the latter case usually in the form of evening classes.

The entire program culminates in qualifying for a first-grade certificate which takes from six to seven years to complete, an HAVO certificate being the minimum admission requirement.

In most university subjects, a teaching qualification for the whole

secondary education system may be obtained on the strength of passing the "doctoraal" examination, provided candidates have attended lectures in educational theory for a year, attended lectures in teaching models related to their subjects, and have had 80 hours teaching practice.

The new-style teacher training courses were introduced as an experiment in 1970, and are full-time courses for second and third-grade teaching certificates. They are professional training courses--which means that students are prepared specifically for a career in teaching. Equal importance is placed on education and on the student's own subject. The courses provide a double qualification as each student takes a main subject to second or third-grade standard and a subsidiary subject to third-grade standard. Students who have taken both subjects at third-grade level are awarded third-grade teaching qualifications in both subjects, but those who have taken the main subject at second-grade level get a second-grade qualification, also in both subjects. The courses take four years for the subsidiary subject and four and a half years for the main subject. The entrance requirement is a VWO or HAVO certificate.

## The Position of History in Secondary Education

### Periods of history at VWO, HAVO, and MAVO schools

The simplest way to determine the position of the subject of history at WVO, HAVO and MAVO schools is to look at the number of periods alotted to it in the time-table. The number of periods for all subjects is 30 per week.

During the first three years history is a compulsory subject for all pupils. The number of periods has been laid down in the basic time-table of compulsory subjects per type of school for the first three or four years.

Table 1

Number of weekly periods in history and geography in the first three or four years according to type of school

| Type of School | First three or four years |
|---|---|
| Gymnasium | 4 |
| Gymnasium | 4 |
| Atheneum A | 4 |
| Atheneum B | 4 |
| HAVO | 3 |
| MAVO | 3 |

The periods available are evenly distributed among the first three or four years, so that there are two periods of history per week per year, with some exceptions of three periods per week.

In the higher classes history can be chosen as one of the examination-subjects. The school must teach the subject for at least two periods per week, but in practice, it makes use of the liberty offered to teach more periods. At VWO schools 3 periods are given and at HAVO and MAVO schools 4. ..

Program

In principle there is no generally applicable curriculum for history for VWO, HAVO, and MAVO schools. There are final examination regulations, however, with requirements that must be met by the pupil who chose history as an examination subject; there is also a central written examination covering part of the subject matter to be studied and the State curriculum for

the subject of history that lays down the aims of the subject for all State schools, but which is not binding for other schools.

The final examination regulations set the same standards for VWO, HAVO, and MAVO pupils but at different levels. Moreover, as from the school year 1982/1983 it will be possible for MAVO pupils to do the examination at two levels. The requirements are:

1. The pupil should have an insight into the historical development from 1917 and show that he is familiar with handling historical material.

2. Knowledge of the development of state institutions of the Kingdom of the Netherlands--viewed against their historical background--and of their present-day structure and function.

3. Familiarity with a number of themes chosen from general and Dutch history, proper consideration on being given to various aspects of the history. Such a subject may extend over the period before 1917.

The central written examination became a statutory obligation in the school year 1981/1982. Since then the examination has consisted of a school examination and the central written examination. The subject-matter of the central written examination consists of two themes, announced sufficiently early, from the previous half century and from constitutional history. The fact that the central written examination is statutory makes it possible for the authorities to determine each year which two subjects from the subject-matter to be studied for the examination will be submitted to the pupils of the higher classes.

The State curriculum guide includes the aims of the subject of history for State schools in rather general terms. Denominational and municipal schools are not bound by this program. There are only slight differences in the description of the subject-matter for the various types of schools. This is in accordance with the idea that the same subject-matter should be offered. The State curriculum prefers a thematic treatment of the subject-

matter over a general survey.

As regards the subject-matter, the State curriculum prescribes for the first year pre-history, antiquity and the middle-ages. In the following years subjects from general and Dutch history up to the present must be dealt with. The primary object should be the gaining of insight into the historical development. Moreover, with subjects from Dutch history, attention should be paid to the present-day institutions of the Kingdom of the Netherlands. Furthermore, the pupils must learn to use auxiliary means to obtain historical information. In the higher classes the historical development from 1917 should be thoroughly dealt with. The State curriculum also prescribes the treatment of some special subjects and the development of the state institutions and their present-day structure and function. For the special subjects the pupils of the different types of schools are supposed to have a varying measure of self-dependence. For the higher classes the State curriculum is completely in accordance with the requirements of the final examination regulations.

The examination requirements and the State curriculum strongly emphasize contemporary history. The State schools and the schools following the State curriculum must pay attention to contemporary history already in the first three or four years and must extend their program in this field in the higher classes.

The Program in Practice

The State curriculum and the final examination regulations with the central written examination exercise great influence on Dutch history teaching.

The State curriculum covering the first three or four years and the higher classes is adhered to in the municipal schools and the denominational

schools. These schools have the flexibility to formulate their own school curricula and to devise their aims with regard to history teaching. However, few schools take advantage of this opportunity. The theoretical liberty to determine their own aims for history teaching for the first three or four years (examination requirements determine the program in the higher classes) is hardly ever used. A second factor operating in favour of the State curriculum is that textbooks often conform to it. We must note, however, as regards the influence of the State curriculum. The aims are vaguely formulated and relate especially to subject-matter to be treated without making a clear choice. This vagueness and the lacking of a choice of subject-matter offer the teachers a lot of freedom. In spite of its preference for a thematic treatment of history, the state curriculum allows space for the old-fashioned cursory-chronological approach and for more modern methods of teaching. However, through the State curriculum the semi-concentric treatment of history with the emphasis on contemporary history has become widespread.

The final examination regulations and the central written examination determine to a great extent history teaching in the higher classes. The emphasis is put on contemporary history. This is particularly due to the fact that general and Dutch history from 1917 must be taught. Furthermore, the special subjects which are dealt with in class by the teachers or studied by the pupils, are often chosen from the period from 1917, even though this is in conflict with the intention of the final examination regulations. Finally, the central written examination exercises a great pressure. Its subjects have so far been chosen from the history since 1917 and from constitutional history and have especially been directed to political aspects ( see page 64). Teachers devote much time to the treatment of these subjects, because in determining the final marks the marks of the

central written examination are equally as important as the average of the school examinations.

Against these influences from outside the school, there is the important role that teachers may play, especially when school curricula are lacking. Since schools are generally large, it is not so much individual teachers but rather groups organized in a department that exert influence on the curriculum. They choose the textbooks, determine in what way they wish to use these books and extend the material offered by using their own texts. The department may bind the individual teachers through mutual agreements, for example the use of common test papers.

The Position of United States History in the Program

Neither the state curriculum nor the final examination regulations indicate what subjects of United States history must be taught. Teachers are obliged to pay attention to United States history only when it is prescribed as an examination subject. However, since the emphasis of history teaching is on contemporary history, the United States must inevitably be dealt with. The choice of subject depends almost entirely on textbooks and teachers.

The Position of History in Lower Vocational Training

Lower Vocational Training consists of different types of schools which have common elements in that they have four classses and aim at teaching a vocation.

The content of the subject of history in lower professional training is not clear. It is combined with geography as a rule which leads to a predominance of current affairs, thus reducing history to history of present-day phenomena.

There is not much space for the subject of history in lower professional training and as a result, the history of the United States receives little attention.

## Dutch Geography Teaching

Most of the books and atlases supplied for this American-Dutch project are used in the various types of general secondary teaching. There is one book for the primary school and one set of booklets for vocational schools.

Within this general secondary teaching, geography is a compulsory subject in the so-called "brugklas" (transition year) and in the second year of MAVO - 2nd and 3rd year of HAVO- and 2nd and 3rd and 4th year of VWO schools. Geography is taught two periods per week.

In the last two years of these school types geography can be chosen as one out of 6 or 7 subjects that are taken for the final examination. Geography is taught 3 to 4 periods per week.

The geography of the USA figures in the first year of MAVO, HAVO and VWO schools (the year immediately after the transition year), where geography is a compulsory subject.

In the final years of the three school types the subject matter depends on the programmes for the final examination. For these programmes a distinction has to be made--when thinking of the geography of the USA--between MAVO and HAVO schools on the one hand and VWO schools on the other hand: VWO--USA always in the programme (together with the USSR); MAVO and HAVO--USA alternates with the USSR.

Specification in the final examination - programmes: "The social geography of the USA and the physical geography of the country as far as it is needed in order to explain/understand the social geography."

It should be noted that Dutch school geography tends to become more and more thematic in its methodological approach. The geography of the USA (and of the USSR), as part of the examination programmes, has become

a more or less "regional exception" to this general trend.

It should be noted that pupils are expected to carry out some study of their own when they have chosen geography as one of the subjects for their final examination. In a number of cases, this can be the study of some region or theme from the geography of the USA.

## The Review Process

In all, 47 Netherlands and 28 United States social studies textbooks were exchanged and reviewed by specialists in the fields of history, geography, civics and social studies. Textbooks used in the following courses were reviewed:

| Netherlands | United States |
|---|---|
| World History | United States History |
| Geography | World History |
| | Geography |

The textbooks selected for review represent widely-used textbooks in both countries. Before being exchanged, each textbook was read and the passages in each book treating the Netherlands and the United States, or relations between the two countries, were identified. Some reviewers read additional sections in the books assigned them, but they focused their primary attention on the identified passages.

The next section of this report provides a summary of the reviews of selected Netherlands textbooks by U.S. reviewers.

# UNITED STATES REPORT ON DUTCH GEOGRAPHY TEXTBOOKS

## List of Textbooks Reviewed

### Books and Atlases Reviewed

1. Waar Mensen Wonen - 4 (Dijkstra) - 19?
2. De Aarde Rond (Malmberg) - 1982
3. AT series (Gottmer)
   a. De Drie Reuzen - 1981
   b. Landbouw - 1981
   c. Industrie - 1981
   d. Rivieren - 1982
   e. Vrienden? - 1982
4. a. Geografie voor de Tweede Klas (Wolters - Noordhoff) - 1976
   b. Geografie voor Werkbladen - 1976
5. Bouwen aan het Wereld Beeld 2 (Wolters - Noordhoff) - 1978
6. a. Aardrijkskunde 2 (Versluys) - 1981
   b. " Werkboek 2 - 1982
7. Geografisch Milieu 2 (Malmberg) - 1980
8. a. De Geo Geordend 2 (Meulenhoff) - 1982
   b. " Werkblok - 1982
9. a. Aardijkskunde in Thema's en Regio's (Educabook) - 1979
   b. Aardijkskunde in Thema's en Werkboek - 1979
10. a. Wereld in Delen 1 (Gottmer) - 1979
    b. " 2 - 1980
    c. " 3 - 1981
11. Geofinale, M. (Thieme) - 1980
12. Geofinale, H.V. (Thieme) - 1980
13. De Verenigde Staten van Amerika (Malmberg) - 1979
14. De Verenigde Staten van Amerika (Meulenhoff) - 1978
15. De Aarde onze Woonplaats 6vh (Wolters-Noordhoff) - 1976
16. Geografisch Perspectief 1 (Wolters - Noordhoff) - 1977
17. Geografisch Milieu Bovenbouw 1 (Malmberg) - 1979
18. De Kleine Bosatlas (Wolters)
19. De Grote Bosatlas (Wolters)
20. Schoolatlas (Meulenhoff)

The following table gives the numbers of the books along with numbers of pages, photographs, maps and diagrams in each book which refer to the United States.

| Book | Pages | Photographs | Maps and Diagrams | Total Number of Pages |
|---|---|---|---|---|
| 1 | 12 | 5 | 3 | 157 |
| 2 | 19 | 12 | 7 | 128 |
| 3a | 5 | 8 | - | 31 |
| 3b | 4 | 2 | 1 | 32 |
| 3c | 2 | 3 | 1 | 31 |
| 3d | ½ | 1 | - | 23 |
| 3e | 5 | 4 | - | 24 |
| 4a | 26 | 12 | 4 | 813 |
| 4b | 3 | - | 12 | 18 |
| 5 | 40 | 4 | 48 | 212 |
| 6a | Scattered References | - | - | 123 |
| 6b | 10 | - | 6 | 155 |
| 7 | 16 | 14 | 13 | 152 |
| 8a | 21 | 17 | 13 | 133 |
| 8b | 6 | - | 5 | 79 |
| 9a | 46 | 32 | 14 | 147 |
| 9b | 25 | - | 6 | 84 |
| 10a | Scattered | 15 | 30 | 47 |
| 10b | References | 23 | 49 | 72 |
| 10c | 2 + Scattered References | 15 | 1 | 197 |
| 11 | All | 18 | 28 | 47 |
| 12 | All | 23 | 55 | 72 |
| 13 | All | 16 | 11 | 58 |
| 14 | All | 5 | 32 | 96 |
| 15 | 59 | 3 | 21 | 242 |
| 16 | 33 | 11 | 14 | 177 |
| 17 | 38 | 17 | 32 | 208 |
| 18 | 4 | - | 14 | 81 |
| 19 | 8 | - | 36 | 191 |
| 20 | 8 | - | 22 | 125 |

Methodological Approach

The following have a thematic approach; 3b, 3c, 3d, 3d, 6a, 7, 10a, 10b, 10c, and the following have a regional approach; 1, 2, 3a, 4a, 4b, 11, 12, 13, 14, mixed content; 5, 6b, 8a, 9b, 9a, 15, 16, 17.

Didactic Approach

In general the books have an analytical approach. There is in most cases an attempt to discuss themes and analyze problems at a national or

regional level rather than cover all aspects of the geography of each country or region. This approach is good from the point of view of teaching geographical concepts, but sometimes leads to a one-sided selection of topics, such as poverty, racial discrimination or soil erosion without giving an overall view of the strengths and weaknesses of a country's social or economic system. However, if students have already received a basic introduction to the general geography of the United States at an earlier period in their education, no problem arises.

General Impressions

1. Waar Mensen Wonen - 4

A short look at the U.S., concentrating on New York, Chicago, the South, Florida and the West. This book does not have a date, but seems recent, which is more than can be said for the information contained in it. Some facts about New York are not correct, e.g. not all avenues have numbers, some have names, e.g. Park Avenue; Over 70% of people who go to work in New York use public transport and not private cars. Harlem does not contain the majority of blacks living in New York; Harlem is about 15km 2 with a 1970 population of about 350,000. There are many Spanish Americans living there and there are areas of good and even luxury housing. At present about 9% of U.S. exports and imports go via the port of New York. (p.53)

Chicago is no longer the nation's slaughterhouse. Most of the stockyards are closed and the industry has moved west and south. Coal for Chicago also comes from Illinois coal fields. The Pullman car industry is no longer of significance. (p.55)

The information on the South is also dated. Cotton no longer plays such an important role and the South has become a major region of diversified agriculture and new industries. (p.56)

The review of Florida is reasonably accurate, although 36 million tourists, not 10 million, come there yearly at present. (p. 58)

There are no "savannas" in the proper use of the word in the American West. Most fruit is not grown on the plains but on the West coast (California, Washington). Irrigation is used mostly for high value crops and wheat is grown by dry farming methods. (p.61).

The comments on blacks on the cotton plantations has no relevance to the present situation. Martin Luther King was "Dr." not "ds."

Conclusion: This book gives an out-of-date view of the United States and contains considerable incorrect information. It looks only at a few regions of the country, some of which, like Florida, are not very typical.

2. De Aarde Rond.

The United States is discussed under the headings of climate, population, agriculture, mining and industry, trade, transport, and services.

The figures for immigration by decades are too high and should be corrected. (p. 18)

Statements about Indians and reservations are incorrect. There are at present 1.3 million Indians of which 700,00 live on reservations. Many Indian reservations are not rich, but on some coal and uranium and other resources have brought wealth. Many Indians profit from tourism and have the right to exclude tourists from sacred dances and other ceremonies if they wish. (p.20)

It is a gross exaggeration to claim that 20 million people in the U.S. "earn just as little as most people in developing countries". In 1981 the official poverty level for one person was $4,620. The per capita income for an inhabitant of India in 1977 was $150. The per capita income of an inhabitant of Mississippi, the lowest in the U.S., was $7,408 in 1981.

The ghetto is an area of the city where people live in voluntary or coercive segregation. There are few ghettos left of people of European origin. The old "Little Italy" (not "Italy Town") of New York has practically vanished. The New York and San Francisco "Chinatowns" (spelled as one word) are ghettos, but not necessarily poor housing areas. Some middle-class people live there.

The movement of blacks to the North is over. The large move to the South today is not by "manufacturers and other well-off people" but by workers to "Sun-Belt" industries. Many workers as well as factory owners retire to Florida. (p. 22)

Map: The symbols for wheat, corn and soybeans are out of place. (p. 26)

Cotton producers in the U.S. suffer little from foreign competition but produce about one-quarter of the world's supply of cotton in a cheap and extremely efficient manner. U.S. exports have greatly increased in recent years. (p. 28)

Washington is not listed among the top 10 airfields in the U.S.

A "highway" is the name for any major road in the U.S. The photograph shows "expressways", "superhighways", "four-lane highways", or to use the official name, "limited-access highways". (p. 36)

Conclusion: This book offers a politically biased view of the United States and American Society. It lacks balance in its presentation and places too much emphasis on racial, social and class problems.

3a. A+ Series, No. 14

The criticism of slavery, the treatment of Indians and the caricature of the capitalist system seem to suggest that racism is a product of capitalism. (p. 17)

Judging by the cars, the photograph at the top of the page is old. (p. 21)

3b. A+ Series, No. 15

This book contains little material on the U.S. and there are no comments

3c. A+ Series, No. 16

The Chicago stock markets have practically vanished. Las Vegas is hardly typical of the west. (p. 2, Photo 2)

The photo at the bottom of the page shows the "down-and-outs" who can be found in many U.S. cities, but who are not a typical part of the American street scene. (p. 3)

3d. A+ Series, No. 17

No comments.

3e. A+ Series, No. 18

No comments.

Conclusion: These books touch only occasionally on American topics. They contain some misconceptions, but on the whole have few problems.

4a. Geografie voor de Tweede Klas.

Examines the U.S. under the general headings of population, agriculture, industry, etc.

The introduction of reindeer to the Eskimos was not very successful, except to a limited extent in Canada. (p. 126)

San Francisco was not "completely destroyed" in the earthquake of 1906, but the Central Business District suffered severe damage. (p. 127)

The map showing the 13 states in 1776 includes Washington, which was not founded until 1800. (p. 133)

The Barge Canal is generally called the New York Canal at present. (p. 135)

Racial segregation as described here no longer exists. There is no "sharp colour line". (p. 137)

It is stated that no less than 60% of the total land area of the U.S. is under cultivation. At present 46% of land is in farms, but only 16% is in crops. The rest is in pasture land and forest. (p. 139)

The area given under forest is too low. The reference to a windbreak planted along the 100 degree W line of longitude is obscure. (p. 141-142)

The status of the Panama Canal has been changed by treaty. The term "transcontinental lines" is better than "Pacific lines" (given in the book wrongly as "pacificlijnen").

Conclusion: This book contains little controversial or erroneous material, with the exception of some references to racial problems. It is in general a well-balanced treatment of the subject.

4b. Geografie Voor de Tweede Klas

- Werkbladen.

No comments.

5. Bouwen aan het Wereldbeeld.

This book gives introductory material on the physical and human geography of the U.S. and then looks at individual regions.

"Wheatbelt" and "Dryfarming" would be spelled "Wheat Belt" and "Dry Farming". (pp. 146-147)

"Macy" should be"Macy's".

"Gimbols" should be "Gimbel's". (p. 162 Fig. 43c)

The northward movement of blacks is over. Remarks about blacks as second-class citizens are no longer appropriate. Many middle-class blacks now live in the suburbs. (p167-168)

This book deals in considerable detail with the geography of the U.S. in an informative and well-balanced way. Most of the information given is accurate and reasonably up-to-date.

6a. Aardrijkskunde.

Only a few scattered references to U.S.

The list of airports and passengers should be revised. Los Angeles Airport with 32 million passengers in 1981 is not mentioned. No date is given for the table. (p. 89)

The comments on the pollution of Lake Michigan are not accurate. Conditions are not nearly as bad as described. (p. 110)

6b. Werkboek - 2

No comments.

7. Geografisch Milieu - 2, De Wereld

Scattered references to the U.S.

The processing of lower-grade taconite and jasper saved the Mesabi Range from extinction and prevented a major shift in the location of the iron and steel industry. Iron ore is also imported from Canada, Venezuela, and Liberia. (p.85)

The land division system shown in the diagram is found not only in the "prairie region" but over the whole U.S. with the exception of the original 13 states plus Tennessee, Kentucky, and Texas.

The number of Indians has increased to over one million and some reservations have natural resources such as coal and uranium. (p. 133)

It should perhaps be emphasized that the Dust Bowl period in the West took place in the 1930's. (p. 143)

At present the laws for rehabilitation of areas used for strip-mining are strict and much is being done to restore this type of environmental damage. (p. 149)

Conclusion: On the whole the material on the U.S. is well-presented and relatively up-to-date.

8a. De Geo Geordend

The book looks at several themes in the U.S., including the economy, the North-East and New York City and the South.

Figure 112, map of basic industries. Fontana is a steel plant near Los Angeles. The iron ore symbol should be labeled "Bakersfield". The bauxite symbol in Arkansas should be labeled "Little Rock" instead of "Ozark". Youngstown is a steel town in Ohio and is located between Cleveland and Pittsburgh. This map should be revised. (p. 99)

Figure 118A. This building is generally called "The World Trade Center", with the "One" omitted. (p.107)

Figure 122. Map of distribution of blacks in the U.S. The black symbol labeled "Toledo" is wrong as only 1/6th of the city's population is black. It should be moved slightly north and labeled "Detroit". Atlanta in the South has more than half its population black. (p. 111)

More emphasis could be placed on the present dynamic growth of the South and the change in many Southern attitudes. (pp. 111-113)

Conclusion: The treatment of the U.S. in this book is somewhat uneven in terms of subjects and regions. Most of the information given is accurate.

8a. Werkblok - De Geo Geordend

No comments

9a. Aardrijkskunde in Thema's en Regio's - deel 2

This book reviews the U.S. under the heading of population, agriculture, industry and regions.

At the time of Columbus there were fewer Indians than at present in the U.S. There are now 1.3 million of which about half live in reservations. (p. 50)

Figure 5.2. Washington was not in existence as a city during the early period of settlement. It was founded in 1800. The term "Yankee" is pro-

perly applied to an American from the New England states. A southerner is not a "Yankee". (p. 53)

The present immigration laws do not prefer North and West Europeans. There are many non-white immigrants at present. Legal immigration is smaller than a few decades ago but is offset by a large illegal immigration from Mexico and Haiti. There has also been a large immigration from Cuba. (p. 56)

In 1863 the owning of slaves was banned, but importation of slaves had ceased earlier. (p. 57)

Black voting rights and civil rights are imposed by the Federal government and must be observed everywhere. State laws cannot change them.

More than half (not one-third) of Detroit's population is black.

"Black Power" and the black radical movements have practically vanished.

The Hispano-Americans are a much larger group than the Indians and are a "colored" (non-white) people.

The Indians are often more well-to-do than suggested. Some reservations have mineral resources. (p. 58)

By 1979 an American farmer produced enough to feed 60 other people. Information in this section is more than 20 years out of date. (p. 63)

Figure 6.8. Agricultural zones in the U.S. The former cotton belt extends too far north. (p. 64)

Figure 7.1. Map - Industrial Regions. The term "Boswash" is hardly ever used in the U.S. for this urbanized region. "Megalopolis" is better. (p. 71)

Figure 7.3 Map. The copper in the Michigan Upper Peninsula is virtually gone. (p. 73)

Kennedy Airport is not the largest in the world. In terms of passengers or landings and take-offs it comes after Chicago, Atlanta and Los Angeles.

The World Trade Center is higher and larger than the Empire State Building. (p. 78)

The automobile industry has only produced about 6 million cars a year in the last few years. (p. 82)

The "Tennessee Valley-project" should be spelled "Tennessee Valley Project". (p. 86)

Boulder Dam is now known as the Hoover Dam and is not the World's highest dam. The Grand Coulee Dam is also not the longest dam in the U.S. (p. 91)

The California Gold Rush began in 1848. (p. 92)

California was not the most important oil producer in the U.S. before 1936. It was the leader in 1910, but by 1920 Oklahoma and the Texas Gulf Coast fields were in the lead. (p. 93)

"All-American Canal" (spelling) (p. 95)

Conclusion: This book gives good coverage to the regions of the U.S., but contains several factual errors.

9b. Aardrijkskudne in Thema's en Regio's Werkboek deel 2

Use of "Yankee" which should be spelled with a capital "y" (see pg. 53 of 9a). (p. 29)

Use of "Boswash" (see p. 71 of 9a). (p.40)

"New York" would be better than "Newyorkse" which is neither English or Dutch. (p. 41)

10a. Wereld in Delen, No. 1

Scattered references.

No comments.

10b. Wereld in Delen, No. 2.

Scattered references

Photograph No. 415. This photograph of a so-called "large department

store" is a bizarre example (not often seen) of what seems to be a discount store. Such stores exist, but are not typical. (p. 169)

10. Wereld in Delen, No. 3.

Scattered references.

No comments.

11. Geofinale M-USA

This book is devoted entirely to a systematic and regional study of the U.S.

The Declaration of Independence was signed in 1776, not 1775. (p. 20)

The statements on racial discrimination are out-of-date. A white bus-driver does not earn more than a black bus-driver in most cities of the U.S. and the means exist for a black person to appeal such an illegal situation if it existed. (p. 22)

Figure 3.B.4. The totals for immigrants seem high. (p. 25)

Chicken-farming is no longer so important in the North-East and has largely moved to the South. (p. 33)

The photograph of the "old-fashioned cattle range" is not very good. (p. 37)

Figure 3.D.3. No date is given for this diagram.

Figure 3.D.4. Will show some changes in uses of energy since 1973 if brought up-to-date. Statements on this page about energy should be updated. (p. 37)

The U.S. textile industry has to a great extent moved abroad, to Taiwan, Hong Kong, Korea and Ceylon.

Detroit and Southern Michigan should be given as major areas of location of the automobile industry. (p. 40)

"Cyclones" , by which is probably meant "tornadoes" are not so much a problem for transport in the South as is flooding. Hurricanes can cause damage in Florida and the Gulf Coast. (p. 42)

The canal joining Lakes Superior and Huron is called the "Sault Sainte Marie Canal" or the "Soo Canal". (p. 43)

At present the port of New Orleans handles more tonnage than New York. (pg. 44)

The term "shopping mall" is better than "Plaza Shopping Center". (p. 45)

Conclusion: This book gives a good general systematic view of the U.S., but information in it should be brought up-to-date.

12. Geofinale HV-USA

This book is organized along the same lines as Geofinale M. (no. 11).

The term 'high-society" (sic) for the American upper class is not generally used. At the present the black population is legally protected against the sort of problems mentioned here and wage levels are in general equal for all races. (pp. 28-29)

Photograph of Kamloops. This town is in British Columbia, Canada, in a mountain region. (p. 44)

Figure 3.C.4 What is the date of this table? (p. 47)

Figure 3.C.8 No date given for table. (p. 49)

The insect is called a "boll-weevil" and not a "boil weevill". (p. 52)

Use of word "highways". A "highway" in the U.S. is any major road. The major "interstate highways" are "four-lane highways" or, officially, "limited access highways". (p. 67-68)

"Shopping mall" is better than "Plaza Shopping Center". (p. 71)

13. De Verenigde Staten van Amerika (Malmberg)

This book looks at the U.S. under the headings of physical environment,

population, mobility and urban problems, foreign politics and the specializations of various regions.

There are about 1.3 million Indians at present. (p. 8)

Puerto Ricans ( note spelling) enter the U.S. easily because they come from a U.S. possession. In 1965 the quota system of immigration by countries of origin was abolished. (p. 10)

Racial attitudes in the South have changed. There has been an increase in the black middle class in recent years and a remarkable growth in black political power. (p. 11)

Photograph 1. This photograph could have been shown along with one of a prosperous farming area. After all, American farming is on the whole a very successful branch of the economy.

"Cityforming" is not proper English and does not refer to the type of process described. What is described is properly called "centrifugal forces in urban growth" and "suburbanization". The term "city-forming workers" is sometimes applied to workers in basic industries. In some cities the city center has been revitalized by middle-class people moving back into renovated houses and by the building of new shopping centers and malls. (p. 15)

"Down Town" should be "Downtown" , the same as "Midtown". (p. 17)

This is an exaggerated account of the "massive pauperization" of Harlem and parts of Brooklyn. The various ethnic and racial groups in Harlem were much more intergrated into American life than suggested. (p. 18)

Photograph 2 shows what is clearly a black and not a Puerto Rican neighborhood. (p. 19)

There are areas of black and other middle-class housing in Harlem. The picture given of black life in New York shows only one side.

The number of non-whites in New York City actually reached 2.8 million in 1980. (p. 20)

The national effort on behalf of the black population is much greater than the description here suggests. The growth of extremist political movements among the blacks has virtually stopped and few now exist. (p. 21)

The idea that "most American cities are unlivable" and that all suburbs are "unrestrained" in development is not true. Many cities have problems but these should not be exaggerated. The traffic problems of many U.S. cities mentioned are in fact less than those of major Dutch cities due to expressways, wide streets and the rectangular city block pattern. Many city centers have been revitalized by new shopping malls. (p. 22)

Figure 6. This map should be dated. (p. 27)

Remarks on American investments abroad are out of date. There has been a great increase in foreign investments in the U.S. by European, Japanese and Canadian companies. The Netherlands has one of the highest levels of European investment in the U.S. economy. The idea that U.S. exports of finished products are tied to a policy of propagandizing capitalism or with "absolute world hegemony" is so simplistic as to be laughable. (p. 33)

If U.S. oil companies are still welcome in so many countries such as Saudi Arabia or the Gulf States and can arrive at an agreement with these governments, why should this be criticized? Shell and British Petroleum do exactly the same. These companies have the expertise to sell and other countries (including the Communist world) are willing to pay for it. Such comments as this book makes are political and are neither geographical nor objective. (p. 34)

No mention is made of the taconite and jasper deposits in the Upper Great Lakes which have now replaced the depleted supplies of iron ore. (p.39)

Photograph 5. This photograph seems to be on the outskirts of Pittsburgh. The center of the city is very different and has an attractive site. (p. 40)

"Corn Belt" and "Dairy Belt" should be written without hyphens. (p. 47)

"Dry farming" should be written without a hyphen. (p. 52)

The Grand Coulee Dam is neither the highest nor the longest in the U.S. (p. 55)

Conclusion: This book contains much political propoganda of an anti-American type. It also contains several mistakes and out-of-date material. It is surprising to find this approach in a geography text which should be scientifically objective and factual.

14. De Verenigde Staten van Amerika (Meulenhoff).

This text looks at the population, the physical environment and the major regions and also studies farming, industry and the South in more depth.

The present "equal opportunity" hiring laws make it imperative for blacks to be considered equal to whites as candidates for jobs. In some cases blacks are given preference. (p. 16)

Figure 9. The map omits some coalfields in the West. ( p. 19)

Figure 11. The green areas given as "temperate maritime climate" on the West Coast are correct as to location and area but the green area in the South should be given another color and called "humid subtropical climate". (p. 21)

Figure 18. The symbols in Canada and the name "Montreal" should be removed. (p. 27)

The Empire State Building is not the tallest in New York. The World Trade Center has overtaken it. (p. 30)

The term "Cityforming" is not used in English in this sense. It

should be spelled "city-forming" and is used sometimes as an adjective in the phrase "city-forming workers" or workers in basic urban industries. What is described are "centrifugal forces in city structure" and "sub-urbanization". (p. 31)

The majority of the inhabitants of Manhattan are not blacks.

Figure 20 Map. "Sault St. Marie" should be "Sault Ste. Marie" and "Quebeck" should be "Quebec". (p. 33)

The Mississippi does not flow near Chicago. It is 130 km away. However, Chicago is joined by canal with the Illinois River, a tributary of the Mississippi. (p. 35)

Meat is not "expensive food" in the U.S. purchased by "rich consumers". Pork, for example, is relatively cheap in America. (p. 37)

The flow of workers to the North from Florida has reversed in the last couple of decades. (p. 40)

The figures given on these pages have changed considerably in the last few years. (pp. 44-45)

Figure 30. Map. This map is about fifteen years out-of-date. (p. 53)

Most of this discussion about rural-urban migration is historical. (pp. 54-56)

"Dryfarming" should be "Dry farming". (p. 61)

"Cotton Gin" and "Gins" should be spelled "cotton gin" and "gins". Likewise "ghost towns" should be spelled with small letters. (p. 82)

The days of black "African" movements are over. (p. 86)

The relations between blacks and the authorities have not been so much influenced by racial discrimination as by the high rates of unemployment among blacks and and by relations with the police in some cities. (p. 87)

The bibliography could be brought up-to-date. (pp. 94-96)

Conclusion: This book gives a more balanced view of the U.S. than some others, but still gives too much attention to racial problems.

15. De Aarde, onze Woonplaats

This book examines farming, industry and wealth and poverty in the U.S.

Figure B11. Map. This map of industrial employment opportunity has changed much in the last ten years. (p. 41)

Figure B15. Photograph. The statement about "beside the railroad and on the other side of the main road" has no relevance to this photo of Harlem, presumably during the garbage collectors' strike.

The idea of the WASP has been overdone. There are very many White Americans of non-British origin and of Catholic or Orthodox religion who occupy important positions in the U.S. Irish, Germans, and Italians, to name a few, play major roles in society. (p. 49)

It is exaggerated to say the "the U.S. has large population groups who live in circumstances which are no better than those of the poor masses in the developing countries". (p. 50)

See comments on book 2, p. 22.

Figure B. 16. Map. This map of poverty level incomes is 25 years old! At present the official poverty level income for a family of four is $9,287 (1982).

Many figures are based on those of R. Peets, a controversial left-wing geographer who is not necessarily objective. (pp. 51-54)

Most Puerto Ricans are not blacks. (p. 55)

The low level of social services in the U.S. is exaggerated. The figures shown do not make it clear if food stamps, state as well as federal payments and old age pensions are included.

The discussion of migration because of poverty is largely historical. In many cases migration was not caused by push factors (i.e. poverty), but by pull factors (the attraction of higher wages). That is, many people who were not necessarily poor migrated. (p. 56)

It is doubtful if the judicial system, the police or the lack of political rights or segregation caused the mass of blacks to migrate in the 1950s and 1960s. Blacks in most cases were not politically conscious. The underlying reasons were mainly economic. (p. 58)

"Urban renewal" is encouraged, planned and financed by the government. (p. 61)

Oscar Lewis' ideas on the "culture of poverty" are very controversial and opposed by many sociologists. (p. 63)

These propositions for the "War on Poverty" are of historical interest only. (p. 64)

The comments on the state as entrepreneur and designer of a regional development policy are political and do not necessarily present a viable solution. (p. 65)

The "keep our community white" policy with the aid of local authorities is largely a thing of the past. You cannot refuse to sell your house to someone because you do not like his or her race or ethnic origin. (p. 69)

The comments on segregation are out-of-date. (p. 71)

The "Black Power" solution for segregation schools was never very popular with blacks who realised the importance of integrated education. (p. 73)

The solutions given for integrated schooling are of historical interst only. (p. 74)

Conclusion: Much of this text reads like an anti-American Marxist sociological analysis of U.S. society twenty years ago. It pays far

too much attention to poverty and racial discrimination, and uses out-of-date and distorted information. In many instances it is neither objective, scientific nor geographical.

16. Geografisch Perspectief-deel 1.

This book looks at population, farming, industry and mining and at California.

The statement that Irish, Poles and Italians are not highly regarded is not true at present. Ethnic origins have little to do with the social status of most of the white population. (p. 31)

Life in the rural south is not getting worse.

Racism is certainly not on the increase among whites.

Busing is no longer so important.

"The well-known American geographer Bunge" is a highly controversial figure who lost his job as a professor and is no longer a professional geographer. (p. 33)

The word "highways" should be replaced by "expressways". (p. 34)

What is the "aminity factor"? Presumably, "amenity" is meant. (p. 35)

Figure 12. Photograph. This looks more like a residential street in New York, e.g. the Bronx or Brooklyn, rather than a proper suburb.

The term "Boswash" is little used and should be dropped. (p. 36)

Most really poor farmers have left farming by now. (p. 39)

"Contract farming" instead of "contractfarming". (p. 40)

The export of agricultural crops, especially wheat, corn and soybeans is of great importance to U.S. farmers. (p. 40)

There is no shortage of grain in the U.S. Witness the large exports in recent years to the Soviet Union. (p. 42)

Cotton production moved westwards from the original Cotton Belt.(p. 43)

The size of U.S. business companies is not due to the prestige of large size but because they make more money!

The wives and daughters of the Italians and the Irish are not so poor nowadays and are not "unsuccessful in society". Witness the late Grace Kelly or the Kennedy family!

"Made in Hollywood" labels in clothing are scarcely seen and have no particular significance. (p. 53)

The term "countourploughing" should be spelled "contour plourghing" in an American context. (p.57)

The Alaska pipeline now operates with little trouble. (p. 59)

Conclusion: This book contains some anti-American overtones and does not deal very objectively with topics such as race, ethnic groups and poverty.

17. Geografisch Milieu Bovenbouw - Deel 1

This text covers the physical environment, historical geography, the social system, the economic system and a short regional review.

Figure 1. Map. The arrows on the map do not show wind systems but the directions of flow of major air masses. (p. 131)

The U.S. has had several overseas colonies, and protectorates, including the Philippines, Puerto Rico, Virgin Islands, Samoa, Guam and Hawaii (now a state).

Criticism of the "Lockheed" affair is somewhat hypocritical as the chief recipient of the money involved was Prince Bernhard of the Netherlands. Likewise the criticism of the "economic, military and political actions" of the U.S. in other countries contrasts with the lack of criticism of the Soviet Union's policies (see p. 129). According to this, Soviet policy is one of "peaceful coexistence". What about Afghanistan? (p. 133)

This section on the "central values of the U.S." has no place in a geography textbook. It is purely sociological and political. It does not really give an accurate picture of how Americans think or act. There are too many facile generalizations. For example, to depict the average American as someone who has no doubts about himself or his values shows that the author does not understand Americans. The remarks about WASPs are exaggerated. Most ethnic groups do not feel "out" of American society. The "revolt of the youth" is also over.

Why does this book not contain a similar analysis of the values of the Soviet citizen? ( pp. 133-134)

The hyphens should be removed from "Dairy(-)Belt", "Corn(-)Belt", "Wheat(-)Belt", "Cotton(-)Kingdom". (pp. 141,142,144)

About half the Indians live on reservations.

Racial hatred probably played a small role in black migration to the north compared with economic factors. (p. 152)

Another sociological description which oversimplifies or distorts reality. Family origins play little part in the U.S. class system and at present ethnic origins among people of European origin are not particularly important. (p. 153)

"The negro class." There is no such thing. Among blacks there are many upper and middle as well as low income people. The black middle class is growing and is increasingly becoming part of U.S. society. It is not a "closed society" as suggested.

Table 18 shows a "low income level" of less than $2000 per year with no year given. The official "poverty level" for one person was $4,620 in 1981. The figures given for "Anglo-Saxons", "French", "Germans" etc. are puzzling. Are these immigrants or first-generation Americans or what? These ethnic distinctions mean very little. Are the "French" French-Canadians?

The so-called "Spaniarts" are presumably "Spanish-speaking Americans" or "Latin-Americans", such as Mexicans, Puerto Ricans, etc. Of the groups shown in this table, only "Blacks" and "Spanish-speaking Americans" are of significance. (p. 154)

The consumer in the U.S. is relatively well protected against over-pricing because of competition and government control. The situation is in fact better than in most European countries. Try buying a car in the U.S. compared with in the Netherlands!

The data on unemployment are out-of-date although the reasons given are correct.

There is more philosophical difference between Democrats and Republicans than suggested. The Democratic Party is supported by the labor unions and is more likely to advocate expenditure on welfare,education, etc. The Republican Party traditionally seeks support from business and from farmers.

The U.S. government intervenes directly in many areas of the economy not only by setting interest rates by means of the Federal Reserve Board and by anti-trust activities, but also by fines on companies which pollute the environment, testing of cars for safety and engine emissions and recalling of cars to have deficiencies repaired, etc. (p. 156)

The U.S. sells large amounts of grain abroad, including corn (maize) and wheat. (p. 157)

Remove hyphens in "Dairy(-)Belt", "Corn(-)Belt", "Wheat(-)Belt". (p. 159)

Mention could be made of the automobile industry of the North-Central region. (p. 166)

The racial situation in the South has much improved. The large-scale move of blacks from the South to the North no longer takes place and indeed

many blacks are returning to the South were the employment situation is better than in the North. (p. 167)

Conclusion: This text is heavily loaded with value judgments about the United States, its society and people. At times it reads more like Marxist political propaganda than an objective geographical study.

18, 19,20 De Kleine Bosatlas, De Grote Bosatlas, Schoolatlas

These atlases are of high quality both as regards to their technical quality and the selection of maps. As in the case of most atlases, some maps could be brought up-to-date. For example, some recent changes in sources of raw materials, location of industries or population movements could be taken into account.

B. Overall Survey of Textbooks

B.1 Out-of-date facts

In general the textbooks contain much out-of-date material. In some cases the figures given are 15 to 20 years old. (9a, p. 63, p. 30). There are other examples of out-of-date facts and figures mentioned in the reviews of the individual texts. In most cases the statistics could be very easily updated.

The economic situation has changed so much in the U.S. during the last decade that a complete review is necessary of most of the material on this subject. (B.1.1.)

Presentation of view points. Much of the discussion of the racial situation in the U.S. seems based on perception of the situation in the 1950s and 1960s. There is little recognition that the situation might have changed or that positive steps have been taken by both individual Americans and the government to alleviate the problem.

Much of the presentation of the migration pattern in the U.S. and its causes refers to what is now the historical past. This material in particular needs revision. (B.1.2.)

B.2. Incorrect facts in texts and visual materials

Misprints have been mentioned in the individual book reviews. There are relatively few. (B.2.1.)

There are some cases of incorrect use of terminology. Examples are: "savannas" for "grasslands" (1, p.61), "pacificlynen" for "transcontinental lines" (4a, p. 146), "Yankee" as applied to all white Americans (9a, p. 53, 9b, p. 29), "highways" for "expressways" or "four-lane highways" (12, p.67-78 and elsewhere), "cityforming" for "centrifugal forces in urban growth" (13, p. 15). In several cases, such as "Dryfarming" , or "Dry-farming" the words have not been formed correctly according to English usage, which is "Dry farming". (B.2.2.)

Mistakes on maps have been mentioned in the individual texts (4a, p. 133; 5. p. 162; 8a, p. 111; 9a, p. 53; 14, p. 19, p. 27; 14, p.33).

Omissions or underexposure of relevant facts or situations. In the case of most books the basic problem is not so much the omission of facts as their overexposure. However, there are several facts that could have been more clearly emphasized.

1. Although poverty does exist in the U.S. the large majority of the population has a high standard of living.
2. Life in the medium-sized and smaller cities is much more pleasant and easier than the books suggest. U.S. cities are not all like New York.
3. U.S. agriculture has been enormously successful and attendant problems such as soil erosion or enlargement of farms at the expense of small farmers are somewhat minor aspects of a much larger success story.
4. Other regions than the South or California could have received more attention in some texts. (B.2.3.)

Overexposure of relatively less important facts or situations. The three major themes which have been given considerable overexposure in relation to others are:

1. Racial and ethnic problems.

Most books criticize, in some cases severely the racial situation in the U.S. Much of the data quoted or the situations described are out-of-date by as much as twenty years in some cases. Some descriptions almost suggest that the U.S. is somewhat similar to South Africa (e.g. the use of the term "apartheid" in 14, pg. 85). This undue emphasis on racial problems conceals the fact that less than 12 percent in 1980 of the U.S. population was black. No one can deny the fact that racial problems exist in the U.S. and that at present the black unemployment rate is double that of the whites. However, in most of the books little or no credit is given to the efforts of the government, communities or the average American to improve the racial situation. There is little mention made of the underlying problem, namely, the relatively poor educational level of the blacks, which, more than racism, has prevented them from getting better jobs. The efforts by the universities to train more blacks as teachers and professionals should gradually help this situation and "equal opportunity" employment laws give blacks considerable help in moving up the economic and social ladder. In recent years, the black population has exercised its political rights to elect black politicians and city mayors. At present the mayors of Chicago, Detroit and Atlanta are black, to name a few. At the national level such politicians as Andrew Young, Jesse Jackson and Julian Bond have considerable power and influence.

2. Poverty

The emphasis on poverty in the U.S. disguises the fact that most Americans are relatively well-off. The "poverty level" statistics quoted are only relative. They are used for decisions on levels of welfare and other support. To suggest that "poverty" in the U.S. is the same as poverty in the Third World is a distortion of fact. People below the "poverty level" in the U.S. may own a house and a car.

3. Urban life.

The horrors of urban life in the U.S. are mentioned in several places, usually with examples of life in New York City. First,

New York is not typical of the average American city. Second, life even there is not as bad as depicted. Life in no large city is ideal, but New York is not so impossible as described (9a, p. 79; 13, pp. 17-22; 14, p.32). There is also a suggestion in places that ghettoes such as Harlem originated solely because of racial or ethnic segregation. In fact the original congestion of Harlem was mainly due to high rents and low wages in the 1920s and 1930s which caused many people to share apartments.

B.3. Possible imperfections of visual materials.

The technical quality of visual materials is good. However, some maps and graphs lack a date. On the whole, visual materials are well selected and integrated with the text. The only criticism is that a better balance of photographs might be achieved in some cases by using a photograph showing more positive aspects of the American scene along with one which shows some negative features.

B, 4, Contents of questions and exercises.

There are no comments on the exercises contained in the workbooks (4b, 6b, 8b, 9b). They seem clear and and closely linked to the material studied. In the case of the textbooks and the types of questions given, they usually reflect the orientation of the text material. For example, in 15, p. 78,questions are asked about racial attitudes, some based on an undated questionnaire which I would like to see presented to the inhabitants of some districts in Amsterdam! A comparison between race problems in the U.S. and South Africa is also required. On pp. 76-77 the student is asked to draw conclusions on poverty in the U.S. from 1959 data given on maps.

B.5. Objectivity of the texts.

On the whole the following texts showed a balanced approach with a few exceptions, generally in the area of racial problems; 4a, 5, 7, 8a, 9a,

11. 12. 14. The following were biased or showed and anti-American political orientation: 2, 13, 15, 16, 17. The disturbing fact is that most of the biased texts are those containing the more sophisticated material for the 4th and 5th year HAVO and VWO. One can only draw the conclusion that these texts are aimed at a more mature student and have a political motive. It is also disturbing to find that some of these texts contain political and sociological commentaries that seem out of place in geography books. An examination of British texts at the same level reveals a greater objectivity and an attempt to give a scientific analysis of the geography and not the social system or the political structure of a country.

Part of this bias in the texts seems to come from a left-wing political bias of the authors and part from the Dutch tendency to apply exacting standards to the world beyond the Netherlands as well as a desire to be the world's moral tutor. However, this latter attitude is not so clearly revealed in the material devoted in some books to the Soviet Union. In general, the ethnic problems of the Soviet Union receive little attention or criticism compared with those of the United States. For example, there seems to be no mention of the serious losses in the population of the Kasakhs during the fighting associated with the collectivization of agriculture in the 1930s or the mass deportations from the Baltic States in the 1940s. However, the United States is castigated for slavery and other racial and ethnic problems.

It is unfortunate that these comments need to be made, as most of the topics criticized are non geographical in nature and should not be included in a geography text. If the idea is to use these books as a

general "social studies" rather than a purely geographical text the same criticisms apply.

B.6. The coherence between the contents and the teaching aims.

In many cases the reader of these texts gains information which is out-of-date. It is difficult to see how the teacher can use this material without giving the students much extra information and data. There is a danger that the teacher who does not have other sources of information about the U.S. will be unable to correct some of the material presented in the books or bring it up-to-date. Using out-of-date textbooks must create considerable problems for the teacher. This is assuming that the aim of the teacher is to give an up-to-date and balanced account of the geography of the U.S.

## U.S. Report on Dutch History Textbooks

Introduction:

With but few exceptions, the twenty-seven books examined for this study are remarkably similar in accuracy, balance, and interpretation. The texts contain a minimal number of errors and a considerable concern for recent scholarship. In one sense, the authors' efforts to reflect current trends among U.S. historians has distorted the balance of the Dutch texts. Recent American history has been severely revisionist, and while revisionist history is wholesome for a stateside audience with firmly intrenched views of the American past, the children of Holland have no such tradition which needs to be challenged. During the past decade or so, U.S. historians have been especially attentive to issues born of social unrest and their writings have concentrated consecutively on Black history, Indian history, the history of women and ethnic history. These extremely crucial segments of the American past must be integrated into balanced accounts of the national experience or they will create distorted images of the larger patterns of the American past.

Using the revisionist scholarship of the sixties and seventies. Dutch authors have crafted narratives which demonstrate an excessive infatuation with the dramatic failures of American culture. Thus, their books feature the genocide of native Americans, black slavery, and conditions of oppressive poverty within the unskilled and largely immigrant work force. This agenda easily complements a marxist interpretation of American history, and while no Dutch author expicitly endorses a rigid economic interpretation of America's past, the influence of that view is rather excessive. That the Dutch textbooks focus on the failures and inconsistencies in American

culture may also reflect a kind of love-hate relationship between Holland and the U.S.A.; for while the ideals of our Declaration of Independence find general favor in both societies, the U.S.A. has been relatively less consistent than Holland in achieving a broad social realization of democratic ideals. It should be noted, though, that the problems of America's multi-ethnic culture can only be more complex than those of a relatively homogenous society like the Netherlands. If Dutch authors would follow the canons of the emperical method more devotedly, their products would probably exhibit a more balanced treatment of the American past together with fewer unqualified generalizations.

## I. World Histories

### Kleio

The Kleio series by Ceulaert and Feitsma readily demonstrates the characteristics cited above. Since the six volumes of the set differ mainly in grade-level form, little can be gained from reviewing each volume in the set. The general content remains largely constant throughout the series with a major focus on the 20th century. Still, within the set, Kleio Voor VWO en HAVO 1 and Kleio Voor MAVO do briefly examine the origins and discovery of the U.S.A. Kleio's interpretation of the American revolution follows Robert R. Palmer's thesis in the Age of Democratic Revolution, which asserts a common intellectual origin for both the American and French Revolutions. Palmer's thesis has been modified significantly by recent scholarship but it remains entirely respectable.

> P. 132 in Kleio Voor VWO en HAVO 1 declares, "Both revolutions came from ideas of the enlightenment and have had consequences that continue into the present."

In its analysis of the U.S.A.'s participation in World War I, Kleio voor de VWO - Top portrays President W. Wilson as a reluctant participant, and the somewhat naive proponent of unrealistic ideals (the 14 Points). He cannot convince the European realists to adopt his views, and then after salvaging the League of Nations proposal in Europe, he cannot convince his own countrymen to join the organization. This fact crippled the potential of the League, and as the U.S.A. returned to an isolationist foreign policy posture, Europe struggled with the post-War difficulties alone. Then, because the U.S.A. demanded full payment of its War-time loans, European economies began to weaken. This, combined with American trade barriers (high tariffs), resulted in a world-wide depression, and that condition set the stage for Hitler's rise to power in Germany.

Since the U.S.A. was identified as the major culprit in causing the depression of the thirties, Kleio analyzes the "Roaring Twenties," which precipitated the depression, in considerable detail. The fatal flaw of this era was its unbridled capitalism--the excesses of Wall Street, the overproduction of industry, and a general lust for material goods (cars, radios, refrigerators)--which drove the nearly maniacal American economy into excessive credit and collapse. The crisis of 1928-29 reverberated through Europe and unemployment reached dismal heights throughout the western world.

So arranged, this chain of events seems to imply that U.S. policies gave rise to Hitler's regime in Germany, a view which drastically over-simplifies the complexities of the twenties and thirties. Ultimately, Adolph Hitler flourished on the peculiar ingredients of German culture. It should be noted, though, that some American historians have cast the

blame for Hitler's success on the French and other Europeans who demanded revenge rather than peace after the First World War. While European revenge as well as the economic policies of the U.S.A. did contribute to Hitler's appeal in Germany, neither the French nor the Americans can be blamed for the Third Reich.

> P. 60 in Kleio voor de VWO - Top asserts, "One year later, 1929, the great economic crisis occurred in the U.S.A. and it would drag down a significant part of the world."

While examining the period from 1920-1940, Kleio voor de VWO - Top devotes more space to President Warren G. Harding (32 lines) than to President F. D. Roosevelt (24 lines). Harding served during a scandal-ridden two-year presidency, while Roosevelt occupied the office for over twelve years. It is clear that the authors favor Roosevelt's domestic policies and they also laud his efforts to assist England in the 2nd World War prior to the Pearl Harbor attack. The excessive attention to President W. D. Harding clearly distorts his significance, but this distortion is peculiar to the Kleio series.

Kleio's treatment of World War II is balanced and clear. The military campaigns, mid-War conferences, plans for post-War organizations and peace are presented in an even-handed manner. But, while describing the post-War era in the U.S.A., VWO - Top deals mainly with the nation's problems--the race riots, McCarthyism, the assassinations of the Kennedys. M. L. King's murder, the Vietnam War protests, and Nixon's Watergate. It must be said that this narrative is more journalistic than historical. The authors make little or no effort to explain these events, and they provide no background which could put these tragedies in perspective. The narrative is simply bad history. By this example, one might well construct a history of the Netherlands which features Dutch Nazis, Max

Havelaar's Indonesia. Prince Bernard's exceptional finances, and Molukken malcontents.

Kleio's treatment of the Cold War far surpasses its narrative of the U.S.A.'s domestic history. For international affairs, a balanced and informed background provides a basis for understanding both the Russian and American positions. The persistence of the arms race and a series of military confrontations are explained, but neither the communist nor capitalist view is justified. The historical analysis of post-War foreign policy reflects the Netherlands' current longing for a neutral position in the Cold War, and that tends to enhance an unbiased explanation of the east-west struggle.

Geschiedenis in Onderwerpen

The three volumes of Geschiendenis in Onderwerpen follow patterns similar to the Kleio series. On pp. 130-131 of 56 VWO, the authors provide a good analysis of political parties in the U.S.A., but on P. 132, the analysis of the 1950's resorts to journalistic oversimplification; in the fifties "all energy was devoted to making money," and, "the Fifties brought much decline in prestige for the United States." Like the Kleio series, Geschiedenis in Onderwerpen demonstrates its best work in the area of international relations.

Speurtocht door de Eeuwen

The two volume series Speurtocht door de Eeuwen provides a more international and intellectual structure for the analysis of American history. Placing national events within the context of large world-wide movements enabled the authors to avoid the inclusion of the disconnected trivia which is common to most textbooks. Using concepts like nationalism, pp. 64-73, and imperialism, pp. 90-102, Speurtocht interprets the American

Civil War, the Spanish American War, and the building of the Panama Canal in a worldwide framework which helps explain national events in a broader context. Similarly, the era of the 1920's and the Great Depression in the U.S.A. are described and compared to similar or contrasting events in West Europe and Russia.

Vol. 4 of the Speurtocht series is similar to Vol. 3 in content, organization, and interpretation. It is, however, more complex with a sharper focus on the Cold War Era and the growth of the super powers.

The integrative and comparative methods used in Speurtocht result in a balanced analysis which contains an interesting narrative without the distortions noted in Kleio and Geschiedenis in Onderwerpen. It is my judgement that Speurtocht exemplifies a better concept of world history by explaining the experiences of individual nations with reference to international movements and ideas. Stringing a series of national histories together in a book labeled "World History" does not satisfy the requirements of world history. In that sense, Kleio and the other world histories reviewed here fail to organize their contents in a satisfactory way.

Geschiedenis Van Gisteren

More than the other world history texts, Geschiedenis Van Gisteren seems determined to demonstrate that the U.S.A. has fallen far short of its democratic ideals and economic promises. Chapter 6 begins with a litany of unsavory symbols--Teapot Dome, Sacco Vanzetti, Al Capone, and the Monkey Trial--and then the authors ask (p. 87) in a subtitle, "Onbegrensde Mogelijkheden?" i.e., "Unrestricted Opportunities?" While the text does not answer its own question directly, the fact that it points to a long list of cultural failures suggests that the "Land of Opportunity" has been overrated.

Like the other texts, Geschiedenis Van Gisteren does more respectable work with international topics. Chapter ten, on the Cold War, provides a clear, accurate, and even-handed account. But, again, when discussing the domestic history of the U.S.A., (pp. 160-163) Geschiedenis Van Gisteren resorts to overstatement, i.e., "The Great Society was no success," and notes only the darker chapters of the national experience--Watergate, racial tensions, and the recession of the late 70's. Clearly enough, President Johnson's Great Society program did not achieve all of its objective, but his success in guiding the 1964 Civil Rights legislation through congress was a major achievement. Furthermore, the benefits of that legislation have enabled Black Americans to participate and succeed in all aspects of American culture. Returning to foreign policy and international relations, pp. 164-168, together with chapters 15, 20, and 21, Geschiedenis Van Gisteren demonstrates a capacity for a sophisticated and balanced analysis of world politics and the position which the U.S.A. occupies in that setting.

Kijk Op De Tijd

In Kijk Op De Tijd, a four volume World History, the origins of the U.S.A. are explained from both an ideological and historical-evolutionary perspective. The American Revolution was, like the French, an ideological reaction to monarchic absolutism, but the growth of independence in Colonial America resulted from the distance which separated England from North America. Thus the colonies developed distinct cultural patterns which made ultimate conflict with Great Britain inevitable. In general, Kijk Op De Tijd handles the Colonial and Revolutionary era very well, but the account does contain some overgeneralizations. For example, in Boek 2, p. 95, the author writes, "the colonists regarded the Indians as inferior

fur trappers with whom they could do profitable business after blunting their minds with alcohol." Such statements give the false impression that men like William Penn, Roger Williams, and even Peter Stuyvesant did not protest the abuse of the Indians with words and examples.

Boek 3v in the series discusses world population growth as a consequence of improved technology (medicine, agriculture, industrialization), and notes that over half of the migratory populace of Europe immigrated to America. But the book gives no adequate explanation of this phenomenon.

In chapter 7, Boek 3v provides a broad overview of U.S. history from the Civil War to WWII. The authors note the gigantic growth of American industry and are fascinated with the pop culture of the 1920's. The depression, Hoover, and FDR's New Deal are scrutinized rather even-handedly. Hoover is not villainized, nor is FDR lionized. This book avoids focusing singlemindedly on the gangsters, gin mills and flappers of the 20's and 30's. A second edition of Boek 3 (Boek 3 m/h) expands its coverage of the show-biz features of the 1920's, but these aspects of the era do not get exclusive attention as is the case in some other texts.

The Kijk Op De Tijd series in both Boek 3 m/h and Boek 4v analyzes the relations of the Soviet Union and the U.S.A. in an informative manner. Pp. 125-137 of Boek 3 m/h describes the contrasting vital interests of Russia and the U.S.A., and the conflict between the two superpowers is explained by noting the polarity of their social/economic visions and the persistence of unresolved suspicions in both communities. Kijk Op De Tijd favors no side in its discussion of Soviet/U.S. relations and the authors thus are able to present an evenhanded and informative account of the Cold War and the arms race.

Sprekend Verleden

Sprekend Verleden, a three volume series, devotes considerable attention to U.S. history. Volume 2, with a total of 200 pages, offers 17% of its space to the history of the United States.* But because this five chapter segment isolates the nation's history from the larger panorama of world events, the text fails to meet the designs of world history.

The coverage which Sprekend Verleden provides on U.S. history is rather shopworn--Indians, slavery, the Wild West, and industrial Robber Barons. There are very few errors in the content of this presentation, but however accurate and interesting the content may be, it is simply too journalistic and sensational for balanced history.

There is at least one blatant misrepresentation in Sprekend Verleden. Both Vol. 2 (p. 149) and Vol. 2b (p. 185) assert, relative to the American Revolutionary War, "A great number of British Loyalists were murdered." This statement is simply wrong. Loyalists fled to Canada, the Carribean and England, but few were killed. Nonetheless, "few" or "a great number" are relative designations and should be avoided.

The major strength of the Sprekend Verleden series is its inclusion of interesting source materials such as Sir Walter Raleigh's description of native Americans, selections from Uncle Tom's Cabin and the World newspaper reports prior to the Spanish-American war.

The third volume in the Sprekend Verleden series concentrates on World War II and the recent past. The history of the U.S.A. is not selected for special consideration in this volume, but the inclusion of special topics such as "Who elected Hitler" together with well selected

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*Sprekend Verleden 2b devotes 20% of its content to U.S. history.

graphics and original sources make this volume very attractive. The U.S.A. received ample and fair treatment in this volume as a participant in World War II and the post-War era.

## II. National Histories

### Verenigde Staten

This thirty-one page booklet is an interesting attempt at blending a narrative with documentary sources. The pamphlet is arranged topically and tends to be somewhat confusing in organization. Its treatment of American colonial history contains an error or two, but one of its most curious omissions is the total lack of reference to the considerable Dutch influence which prevailed in Colonial American history.

Content such as westward expansion, a chronology of U.S. Presidents and other short topics are incorporated into the booklet without much introduction. Page 17 contains a quote from my own book (p. 79 in Schrijf Spoedig Terug), without crediting the source. Topics such as slavery, the Great Depression, the Vietnam War, and life on Indian reservations constitute the main focus of this booklet. In general, the booklet suffers from its disorder and journalistic treatment of subject matter.

### Verenigde Staten van Amerika

Another booklet, Verenigde Staten van Amerika, provides a 50 page survey of U.S. history between the World Wars. This is an accurate narrative, although somewhat misleading. The 1920's and 30's constitute an interesting period of American history, but they are especially susceptible to sensational treatment. The contrast of fabulous prosperity followed by the Great Depression, the moralism of prohibition linked to the growth of corruption and the mafia make good TV scripts, but without a longer or wider perspective they produce a distorted view of U.S. history.

That this and several other texts focus on the Twenties and Thirties can be explained by the fact that Dutch students must pass final examinations which highlight the events of that era in American history. Thus, the explanation for this booklet's peculiar emphasis of the Roaring Twenties and the Depression may reside in the examination requirement rather than the preferences of the author.

Achteraf Bekeken

The third and best of the short booklets, Achteraf Bekeken, features one of the most enduring themes of U.S. history--the populating of the nearly unpopulated North American continent. By selecting a significant theme which gives structure to the narrative, Achteraf Bekeken avoids the pitfalls of disconnectedness and sensationalism. A number of such themes might have been selected to provide structure to the narrative in the textbooks, but only Achteraf Bekeken selected an orderly, thematic approach to U.S. history.

## III. Miscellaneous Volumes

Op Zoek Naar Het Verleden

Op Zoek Naar Het Verleden is a history of ideas which begins with the Renaissance/Reformation era and thereafter organizes world events around major cultural themes in Western thought. These include the Democratic Revolutions of the 18th century, nationalism, and imperialism, together with modern democratic ideals and conflicts. The history of the U.S.A. is incorporated into this narrative when and where this New World nation has made a significant impact on world affairs. These instances include the era of discovery, the successful American revolution, and then, much later (around 1900), the growth of U.S. imperialism. The two World Wars

and the current power struggle between Russia and the U.S.A. are, of course, major ingredients for any discussion of recent world history. Op Zoek Naar Het Verleden treats all these issues with clarity, factual accuracy, and proper balance. I judge this history text to be among the two or three best works available for Dutch students.

Achter Het Heden

Achter Het Heden focuses mainly on current social/cultural issues such as the United Nations, the demise of 19th century colonialism, the relationships between church and state, and an analysis of recent art. Like Op Zoek Naar Het Verleden, this text is more topical than chronological--but it attempts to satisfy both the chronicler and the analytical historian with a fifty page survey of the West which races from pre-history through the various eras of Western culture until 1980. The survey is intended to provide a background for the social issues discussed in the balance of this 265 page book, and, no doubt, the survey is helpful for that purpose. The history of the U.S. is of occasional significance to the purpose of this text, and that does not include a connected narrative of U.S. history. Instead, Achter Het Heden discusses the involvement of the U.S.A. in the Cold War and the "dollar diplomacy" with which the U.S.A. conducts its own brand of imperialism. The U.S. receives an impartial and accurate analysis in this text.

Kroniek

Three additional volumes (Kroniek, Podium van het verleden, and Op zoek naar het vrede) concentrate their attention on the post-War era. The strength which these texts exhibit in explaining the recent past reflects the general character of the textbooks used for this study. In this particular grouping, Kroniek is aptly named since its organization is

rather more a chronicle than a flowing narrative. Its treatment of the U.S.A. in the context of the modern world is fair and accurate.

Podium van het verleden

Podium van het verleden contains a rather curious mixture. Chapter 10 on Asia is a fine overview of Southeast Asia in the modern era, and that survey establishes an excellent foundation for understanding the U.S.A.'s involvement and failure in Vietnam. In the next chapter, the book launches a detailed narrative of the Watergate scandal and the assassinations of the Kennedys and Martin Luther King. These are indeed tragic and noteworthy events, but the narrative provides no explanation for their inclusion in the text, nor does the text explain the significance of those dark days. Podium's chapter 12 deals with U.S. domination in Latin America, and while that which the text reports is accurate, the authors fail to note that Latin America's powerlessness and poverty also has indigenous causes. In general, Podium is weakened by these distortions in balance and emphasis.

Op zoek naar de vrede

A far better book, Op zoek naar de vrede deals with international relations after World War II. It is a well balanced, accurate, and informative book. Its preface declares, "Knowledge of historical fact is important, but it is far more important to know why these facts have become significant." To a large degree, Op zoek naar de vrede embodies the ideal expressed in its preface, an achievement of considerable distinction.

Conclusion:

Despite the large number of reservations contained in this essay on Dutch textbooks, it must be said that these books are interestingly

written, and that they demonstrate a high level of scholarship. The technically superior graphic material which the books exhibit adds much to their appeal. The most serious flaws in the texts result from their unbalanced selection of subject matter. These distortions can, of course, be corrected by well-informed teachers. Nonetheless, it should be useful for all teachers to identify the best books examined for this review. Several are distinctly superior in balance, unbiased perspectives, and analytical clarity. By these criteria, the Speurtocht set is the best of the world histories. Among the three booklets treating U.S. history, Achteraf Bekeken is clearly superior. For topical studies, Op zoek naar het verleden and Op zeok naar de vrede provide highly commendable work. All the other texts need the careful scrutiny of an informed and intelligent teacher to avoid seriously distorted views of U.S. history.

Subjects of the central written examination for history for VWO, HAVO, and MAVO, related to history of the United States.:

| Year | |
|---|---|
| 1976 | The Cold War, 1945-1964 |
| 1978 | The United States of America, 1917-1941 |
| 1984 | The United States of America, 1917-1949 |
| 1985 | The United States of America, 1933-1974 |

List of US Geography Textbooks Used in the Project

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|---|---|---|
| 1. | P. E. James and M. Davis | Global Geography<br>(Teacher's Edition)<br>Macmillan Publ. Co., New York, 1981 |
| 2. | E. R. Kolevzon and J. A. Heine | Our World and Its Peoples<br>Allyn and Bacon, Inc., Boston, 1981 |
| 2a. | | idem, Teacher's Guide |
| 3. | S. B. Jones and M. F. Murphy | Geography & World Affairs<br>(Teacher Edition Annotated)<br>Rand McNally & Co., Chicago, 1976 |
| 4. | S. Israel, D. L. Johnson and D. Wood | World Geography Today<br>(Teacher's Annotated Edition)<br>Holt, Rinehart & Winston, New York, 1980 |
| 5. | G. A. Danzer and A. J. Larson | Land and People; A World Geography<br>(Teacher's Annotated Edition)<br>Scott, Foresman & Co., Glenview, IL, 1979 |
| 6. | S. Rau and others | World Geography<br>(Teacher's Edition)<br>American Book Co., New York, 1979 |
| 7. | J. O'Horn | This Is Our World<br>(Teacher's Edition)<br>Silver Burdett Co., Morristown, NJ, 1978 |
| 8. | D. W. & R. R. Drummond | People on Earth--A World Geography<br>(Teacher's Annotated Edition)<br>Scott, Foresman & Co., Glenview, IL, 1983 |
| 9. | A. Backler and S. Lazarus | World Geography<br>Science Research Associates Inc.,<br>Chicago, IL, 1980 |
| 9a. | | idem, Instructor's Manual |
| 10. | G. A. Danzer | World Atlas<br>Scott, Foresman & Co., Glenview, IL, 1982 |

SCHEME according to which the US geography textbooks were analyzed[a]

A - Inventory part/impressions of each separate document

A.1. Quantitative - how many pages - or better: which percentage - of the books deal with the geography of the partner country? Is this amount in balance with that of countries of comparable size or importance?

A.2. Visual material - inventory of the number of photographs, maps, diagrams etc. as well as of their contents.

A.3. Methodological approach - do the books belong to the categories "regional" or "thematic" geography? Which regions or themes are dealt with?

A.4. Didactic approach - do the books have a descriptive character, or can one speak of analytical methods, "discovery learning" etc.?

A.5. General impression of each document.

B - Correctional part/overall survey of all the documents

B.1. Out-of-date facts in texts and visual material

B.1.1. - in statistics and in the presentation of factual situations

B.1.2. - in the presentation of viewpoints, theories, developments, plans etc.

B.2. Incorrect facts in texts and visual material

B.2.1. - incorrect facts as such, like misprintings etc.

B.2.2. - incorrect use of terminology or topographical names

B.2.3. - omission or underexposure of relevant facts or situations

B.2.4. - overexposure of relatively less important facts or situations

B.3. Further possible imperfections of visual material with regard to:

B.3.1. - technical quality

B.3.2. - standard of captions and legends

B.3.3. - selection of visual material and integration with the text

B.4. Remarks on the contents of questions and exercises with regard to:

B.4.1. - the contents of the question or exercise itself

B.4.2. - the source material which the pupil is expected to use

B.4.3. - the expected answer or working-out

B.5. Remarks on the objectivity of the texts

B.6. Remarks on the coherence between the contents and the teaching aims

x for the correction of other teaching aids than textbooks this scheme should be slightly adapted.

[a]This shceme was developed by the Information and Documentation Centre for the Geography of the Netherlands during various international textbook conferences

# DUTCH REPORT ON US GEOGRAPHY TEXTBOOKS

## A. INVENTORY PART

### A.1. Quantitative analysis

The quantitative amount of attention given to the Netherlands (NL) in the US-geography books--all of which deal with the whole world--shows a wide range of variation. In several books the number of pages devoted to the NL is quite small and thus in an understandable way in proportion with the small size of the country.

Extreme cases are book no. 5, where the information on the NL has to be found in a 3-page paragraph on 'France and the Low Countries', and book 7--completely thematic in approach--where the NL only figure in a table of world-wide gas production, on a map of the NL with some brief remarks on polders, and in a sentence on the country's intensive forms of agriculture in a chapter about food.

The largest number of pages on the NL, as appears from the table below, is to be found in book no. 4.

Table 1 - Quantitative analysis of contents dealing specifically with the Netherlands*

| Book no.*** | Pages texts | No. of photographs | No. of maps | Total no. of pages |
|---|---|---|---|---|
| 1 | 2** | 3 | 1** | 3 |
| 2 | 1 1/4 | 2 | - | 1 3/4 |
| 3 | 1 1/4** | 1 | 1** | 2 |
| 4 | 2 1/4 | 4 | 1** | 3 3/4 |
| 5 | 1/2 | 2 | - | 1 1/2 |
| 6 | 3/4 | 1 | - | 1 |
| 7 | 1/4 | - | 1 | 1/2 |
| 8 | 1 1/4 | 4 | 1 | 2 1/4 |
| 9 | 1 1/2 | 1 | 4 | 2 |
| total | 11 | 18 | 9 | 17 3/4 |

* Teacher's guides/notes etc. excluded
** Part of text/map on the Benelux countries
*** The numbers correspond to those on the list on p. 65.

## A.2. Visual material

All the nine books are illustrated abundantly with photographs - all in colour (in two books) or in colour as well as in black and white- and, generally speaking, with well designed maps.

The table below shows the contents of the visual material on the Netherlands as it is found in the nine books.

Table 2 - Contents of visual material

| THEMES | NO. OF CASES |
|---|---|
| a - photographs | |
| Amsterdam port | 1 |
| horticulture | 1 |
| cheese market | 2 |
| windmill(s) | 1 |
| canal Amsterdam | 1 |
| polders | 2 |
| cattle | 2 |
| natural gas | 1 |
| satellite picture (2 x Zuiderzee, 1 x Randstad) | 3 |
| river | 1 |
| public works | 2 |
| Rotterdam port | 1 |
| b - maps | |
| general | 2 |
| economy | 1 |
| land reclamation | 1 |
| urbanisation (Randstad Holland) | 4 |

A.3. Methodological approach

Here again a wide variation is to be found. Several books have a largely regional structure, some follow a purely thematic approach, and there are books that show a mixture of the two. To the first category belong for instance the books no. 2, 3 and 4, each of which have one or two chapters of a general geographical character (for instance on physical and/or political geography) in addition to the regional chapters, which evidently form the main constituent of the books. The books no. 1, 5, 6 and 8 show a larger role for the general themes, although in all of them the regional chapters form more than half of the contents of the books. More or less purely thematic in approach are the books 7 and 9, where countries or regions only figure incidentally as examples of themes or concepts.

A.4. Didactic approach

Most of the nine books straightforwardly supply a large amount of information in the form of texts and visual material. In combination with the size of the books - all of them count 500 pages or more, two of them over 600 pages - the books seem, in the eyes of European teachers, more to be university student handbooks or reference books than regular school textbooks.

In most cases, however, there are ample directions for the teacher - either in the form of 'teacher's annotated editions' or of a separate 'teacher's handbook' or 'instructor's manual' (see the list on p. 65) - containing suggestions how to work with the book in the classroom situation.

Most of the books have specific didactic elements in the form of summaries, questions, 'activities', map-lessons etc., mostly placed at end of paragraphs, chapters and/or units.

In three books (5, 6 and 9) these elements are more integrated with the text and visual material, giving these books the character of what could be called a 'work-book'. The most original one of these cases is book no. 5, containing items such as 'check-ups', 'unit tests', 'quizzes,' 'take-a-break stories' etc. In book no. 9 a special 'workbook' is mentioned in which tasks can be carried out.

Several of the books contain a special Atlas section (1, 3, 5, 7, 8, 9) and/or a Statistical review (1, 5, 6, 7, 8). Some of the books also give bibliographical notes, and all of them contain a Glossary and an extensive Index.

A.5. General description of each document

Book 1

This book is set up following a regional approach, according to 'culture regions'. Within the chapter 'The Western European Culture Region' we find paragraph 15 entitled 'The European Continental Countries', including a five-page section on the Benelux Countries.

As 'continental countries', are regarded the Benelux countries, France, W. Germany, Switzerland and Austria (a somewhat unusual division in European eyes). As compared to most of the other books a good deal of attention is given to the Netherlands. The texts are, however, in need of several adjustments, not only in a sense of updating, but also of the correction of various misunderstandings. In the case of all three of the photographs a better choice could be considered.

Book 2

According to the Preface, this book 'is a world geography study of key culture regions on the face of the earth'. It is based upon the

development of three fundamental geographic themes:

1 - how people adjust to their environment;

2 - how people modify their environment;

3 - the relationship between geography and the contemporary scene.

Unit I gives an introduction to basic principles, concepts and tools of geography. Each of the next nine units covers a major culture region. Thus in Unit V 'Northwest Europe - Our Neighbors across the Atlantic' some dispersed information on the Netherlands is to be found: a few lines on dairy-farming and bulb growing, a photograph of the Alkmaar cheese market, a section on the Zuiderzee-project and a sort of case study on windmills. The general picture of the Netherlands is thus rather picturesque or touristic. The character of the texts in this book is somewhat encyclopedic.

Book 3

In this book, which is set up according to a regional framework, Part 4 deals with 'Europe - Foreland of the Old World'. Within this part we find chapter 10 on 'Northern and Western Europe', of which p. 262-265 deal with the Benelux countries. This chapter gives a general description, emphasizing the position of the three small countries within NW-Europe, with historical explanations.

Book 4

Again a book with a mainly regional framework. In Unit Two on 'Western Europe', chapter 10 is entitled 'The low countries: New Lands'. This title suggests an approach in which only a selected theme is treated - in this case land reclamation - but the contents of the chapter do not fit this assumption: more than half of the section on the Netherlands

covers aspects of the economy, and further there are paragraphs on the 'Importance of Water', on 'Cities of Wealth and Beauty' and on the 'Dutch Way of Life'. Quantitatively this book pays more attention to the Netherlands than any of the other books (almost four pages). The economic map on p. 76 contains several severe misinterpretations, which is especially unfortunate in relation to one of the 'Skill Objectives' as mentioned in the Teacher's Guide: 'To use a map to describe the location of industrial areas and natural resources in the Low Countries'.

Book 5

This book has two thematic 'units' and seven regional ones. Unit 7 deals with Europe and is divided into two general chapters ('Landscape' and 'People') and two chapters with a regional character, dealing with West- and East Europe respectively.

In the chapter entitled 'Western Europe Today' there is a three-page paragraph on 'France and the Low Countries'. The part on the 'Low Countries' consists of half a page of text and an irrelevant photograph with a wrong caption.

The chapter on the European population contains some remarks about the population density in the Netherlands, while one of the 'Take a Break' sections deals with the Zuiderzee Area, taking a satellite photo as a starting point. This section contains several inaccuracies.

Book 6

An original framework, with two thematic 'units': 'The view from space' (physical geography on a global scale) and 'The view from the air' (general themes of human geography), and one regional unit: 'The view from the ground', the latter covering more than half of the book.

In this unit, chapter 12 deals with Europe. Of the 38 pages of this chapter, 10 form a general introduction; the other 28 deal with groups of countries. In the paragraph on Western Europe there are three items dealing (partially) with the NL:

- Life in the low countries
- A gift from the sea
- Trade in the low countries.

The general aspect of these items is rather traditional, the emphasis being laid (also in the Teacher's Guide) on things like tulips and windmills.

Book 7

This is one of the books with a completely thematic framework. Information on the Netherlands is thus dispersed throughout the book and can be found in the following places:

- a figure of natural gas production in a table on world wide gas production (in chapter 4: 'An earth of unequal parts')
- a map + some remarks on polders (in chapter 12: 'Trailblazers in the search for food')
- one sentence on intensive agriculture (in same chapter)

It goes without saying that in a book of this sort no real 'picture' of the country is given. In comparison with the often traditional 'pictures' that are being transmitted in the 'regional' textbooks, one must say that the topics as mentioned above tend to present a more up-to-date and geographically relevant image than the more traditional descriptions. The point is, however, that the students will probably never combine the different themes into one image of the country.

Book 8

This book contains three units of general, thematic character, and six units dealing with continents.

Within the latter no countries as such are treated (with some exceptions, such as the USSR), but general themes and regions (groups of countries).

Unit 6 deals with Europe and the Soviet Union. There are 4 chapters: 1. Physical Pattern, 2. The People of Europe, 3. The Regions of Europe, 4. The Soviet Union. In chapter 3 there is a 32-line paragraph on France, Belgium, Luxemburg, the Netherlands and West Germany. No less than 25% of this paragraph is devoted to the Netherlands.

Further there is a piece for reading entitled 'Reclaiming land from the sea' (with three good photographs) and a 'Skill': Interpreting a Landsat Image, which is - again - a picture of the former Zuiderzee and surroundings.

Book 9

A book with a mainly thematic approach, with countries and regions treated incidentally as examples, either of a given theme, or to supply an impression of a larger area or continent.

Chapter 13 in Unit 3: 'Interdependence' deals with Europe. The objective - according to the Instructors Manual is 'to identify the unique historical, cultural and natural characteristics of Europe'.

There are some scattered remarks on the Netherlands: NL as a food exporting country, (p. 308), as part of the most populated and industrialized part of Europe (p. 313), as a former colonizing country in SE Asia (p. 432) and in Central America (p. 510). The main item on the NL is a good 2-page paragraph entitled 'The Growth of the Randstad' (p. 319/320).

In general, the same remarks about this kind of approach can be made as those made on book no. 7.

This book is the most accurate of the books received.

Book 10 - World Atlas

As opposed to the voluminous books, the only atlas we received makes a very modest impression when compared to its Westeuropean counterparts. The atlas counts 128 pages, including - among other things - a nine page statistical section, two pages on geographical terms and the pronunciation of place names, and a 19-page index. The 90-page map section has 23 pages on the world as a whole, 24 pages on North America, 6 on South America, 10 on Europe, 4 on the USSR, 10 on Asia, 8 on Africa, 4 on Australia/Oceania and 1 on the Polar Regions. A striking element is the inclusion of small photographs in the corner of map pages; although attractive, the didactic value of these 'characterizations' can be doubted: what is the meaning of a picture of 'The Alps near Innsbruck in winter' on a map page covering 'Central Europe' from the Netherlands to Rumania and from SE France to Lithuania?

This is the only map on which the Netherlands figure on a reasonable scale (1 : 5,000,000). The representation is - apart from some details - fairly accurate.

## B. CORRECTIONAL REMARKS

### B.1. Out-of-date facts in texts and visual material

B.1.1. - in statistics and in the presentation of factual situations

Given the time that elapses between the moments that an author writes his texts, delivers a manuscript and receives the completed book, it is quite understandable that figures and other data in textbooks are often between 2 and 4 years old. It becomes a point of criticism, however, when - for instance - we find maps of the Netherlands without the two Flevopolders - drained in 1957 and 1968, respectively - (book 1, 2), texts or maps which do not take into account that all Dutch coal mines were closed down between 1966 and 1975 (1, 4) and that since the early sixties natural gas has become the country's mineral resource number one (2, 4).

Further remarks in this category:

- In the North of the country the former Lauwerszee was sealed off and partially reclaimed in the 1960's, which is not shown on some maps (3, 10).
- Windmills do not play an important role in Dutch water management any more (4), while steam pumping stations are out of service completely (4).
- In some books a map does not show the dams that were built between 1960 and today in the estuaries of the Delta region (1, 3, 4).
- In several books the statistical data on population (density per sqkm, number of inhabitants of cities etc.) need updating.

B.1.2. - in the presentation of viewpoints, theories, developments, plans etc.

- Some texts/maps show a completed Markerwaard (= last polder to be drained in Lake IJssel), or speak of a Markerwaard being 'under construction', while the decision on the possible reclamation of this polder is not expected to be taken before 1984 (1, 5, 7, 10).
- According to one book the Dutch have 'ambitious plans to construct seawalls at the mouth of the Rhine' (3). This remark refers to the Delta Project, started in the 1950's and to be completed by 1985, in which, moreover, no dam will be constructed at 'the mouth of the Rhine'.
- The plans to construct a steel works on the Maasvlakte in the Rotterdam/Europoort area have been put in cold storage - if not abandoned - for the time being (3).
- Due to the fact that the Markerwaard Polder - if constructed - will be smaller than originally planned, the total area of reclaimed land in the former Zuiderzee will be approximately 206,000 ha and not 220,000 (4).
- The plans to construct dams in the areas of the Wadden Sea and/or to reclaim a part of this sea inlet have been abandoned completely (3).

B.2. Incorrect facts in texts and visual material

B.2.1. - incorrect facts as such, like misprintings etc.

Most of the inaccuracies found in the textbooks belong to this category of 'plain' incorrect facts, as there are:

- wrong distribution of agricultural activities or crops (1, 4).
- piles to build houses etc. on are not 'sunk through wet sand down to bedrock' (1), but driven through clay and peat until they rest on pleistocene sands.

- Rotterdam is world port number one, thus not 'one of the busiest ports' (1).
- there exists much misunderstanding about the percentage of the Netherlands that lies under the level of the sea or the area that would be subject to flooding without the protection by dikes and dunes (1, 3, 4, 5, 6).
- wrong, incomplete or incorrect generalization of water network - especially with regard to canals (3).
- wrong or unbalanced representation of important industrial regions and/or places where minerals are found (4).
- not 'more than 176,000 ha of reclaimed land was won in the past 30 years' (7), but 97,000 ha.
- Europoort is not a city (8).

B.2.2. - incorrect use of terminology or topographical names

- IJssel, IJsselmeer, IJmuiden etc. are spelled with capital I and J, thus not Ijssel etc. (3, 4).
- 'Europoort' is written with double o, and means Euro-'gate' (3).
- the name Holland is usually not explained as originating from 'hollow land', referring to its situation with regard to sea level (4, 6); the name probably came from 'Holt-land' (holt= hout =wood).
- there exist several problems with regard to the exact meaning of the word 'polder' and to the activity of draining polders (4, 5, 6, 7). A polder is a piece of land, mostly surrounded by a dike, in which the water level can be regulated. This implies that not every polder lies necessarily below sea level, nor is every polder a reclaimed part of the sea.

B.2.3. - omission or underexposure of relevant facts or situations

- the great importance of natural gas for the Dutch economy is sometimes underexposed or neglected (1), as is the important role of Rotterdam/Europoort as a centre of oil refining and distribution (1).
- among the important cities of the 'Randstad Holland', the city of Utrecht should not be omitted as soon as more than three cities are mentioned (3, 8).

B.2.4. - overexposure of relatively less important facts or situations

- in several books the importance of water transport is heavily exaggerated: 'traffic on the canals is sometimes much heavier than traffic on the streets' (1).
- in some books the only Dutch export products that are mentioned are dairy and horticultural products (4, 6, 8).
- there may be some doubt about the value of the remark: 'Even today, there are many close contacts between Indonesia and the Netherlands. Most large Dutch cities, for example, have excellent Indonesian restaurants' (6).
- too much attention is sometimes given to the tourist image of 'a country of tulips and windmills' (4, 6).
- dikes are not often 'as much as 60 feet high' (8).

B.3. Further possible imperfections of visual material

B.3.1. - With regard to technical quality

- in several books the only cartographic representation of the Netherlands is to be found on a small scale map of the whole of Europe, where the area of the Netherlands covers not much more - if not less! - than one square centimeter (2, 5, 7, 8, 9). The

index of book 5 does explicitly refer to such a map, at a scale of 1:27,500,000 ('Netherlands - Map: p. 430'). Even the special atlas sections contain in most cases only a map of the whole of Europe.

B.3.2. - With regard to standard of captions and legends

- in book 4 it is a pity that in the caption of an air photograph, showing a part of the Northeastpolder with the former island of Schokland as it is now embodied in this new polder, the clearly discernible shape of the former island is not pointed out.
- it is not true that 'the network of canals is to be seen in the photograph' (= satellite picture; book 5).
- the same satellite picture - in a different book - does not show the NE, but the NW part of the country (8).

B.3.3. - With regard to selection of visual material and integration with the text

- as mentioned before - for instance in category B.2.4. - in a number of cases a more appropriate choice of photographs would be desirable: less traditional and touristic, more up-to-date and geographically relevant. There are, by way of example, some photographs of the ports of Amsterdam and Rotterdam that do not show specific aspects of these ports, but that might just as well have been taken in any port of the world (1, 5).

B.4. Remarks on the contents of questions and exercises

In some cases the questions are of a straightforward reproductive character. In several books (or the teacher's guides), however, the pupils are asked to work out the information given in texts or visual material, to design graphs, draw maps, have debates, etc. (2, 3, 5, 7, 9).

As not many questions or exercises deal with the Netherlands, this category B.4. does not give cause for many remarks. It has been mentioned already that in one case a question is asked, for the answering of which the pupil is referred to a map with a number of mistakes (4).

B.5. Remarks on the objectivity of the texts

No remarks.

B.6. Remarks on the coherence between the contents and the teaching aims

There exists a wide range of aims, objectives, goals etc. as they are mentioned, either in the teacher's guides, or in the books themselves. On the one hand there are objectives of a very general character, such as:

- "to provide American students with a new viewpoint of the world they live in and the affairs of its nations" (3).
- "to provide students with a core of knowledge about the world's geographic regions....." (4).
- "to excite student's interest in the world around them" (5).

In these cases it is difficult to judge whether there exists 'a coherence between the contents of the books and the teaching aims'. Whether or not objectives of this kind will be reached, depends perhaps more on the ability and enthusiasm of the teacher than on the contents of the book. Other aims, as often mentioned in relation to separate chapters - in this case mostly those about Europe - are of a more specific character:

- "to recognize common cultural backgrounds" (1).
- "to generalize that Westeuropean countries, on the whole are prosperous, industrial, urban, efficient, importers of raw material, and exporters of manufactured goods" (8).

- "to identify the unique historical, cultural and natural characteristics of Europe" (9).

Here, again, although the textbook may and will in most cases supply the necessary 'raw material', it depends largely on the teacher whether or not the students will indeed 'recognize', 'generalize' or 'identify' the relevant geographic facts about a complex continent like Europe.

Then, finally, there are a sort of subsidiary aims, directly in connection with the contents of smaller sections or paragraphs; some examples with regard to the Netherlands or the Benelux:

- "to describe the four kinds of farmland in the Benelux countries" (1).
- "to know how geographic location has affected the way of life in the Low Countries" (4).
- "to locate, by using the key, the new land created by the forming of polders" (so-called 'Map Skill', book 7).

As these aims bear a very direct relation to the contents of the paragraph in question, there is in most cases little doubt about the 'coherence' as mentioned in the scheme on p.66. One can ask oneself, however, whether these statements are to be regarded as teaching aims, or if they should not rather be seen as a sort of summaries or abstracts of the texts in question.

There remain - as usual in studies of geography textbooks - a number of questions that are difficult to answer:

- to what extent is it possible to supply the students with knowledge of and insight into general themes and concepts by means of textbooks that tend (still) to follow a mainly regional approach?
- is the principal aim of geography teaching to reach generalizations, to see the similarities in the ways in which people live their

lives in various parts of the world, or to display the differences, the unique features of regions and countries (like polders and bulb fields in the Netherlands!)?

In several of the books studied in the framework of this project, one gets the feeling that there is some sort of discrepancy between objectives and contents. One speaks of concepts and generalizations, but one treats countries and regions. To give an example: the story of Dutch polders and land reclamation is in most cases to be found in a chapter on the Netherlands, the Benelux or Western Europe and not, as might be expected, in a chapter on worldwide struggle against the water.

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In addition to these commentaries, a detailed assessment of each document has been compiled, which is available to the authors and publishers in question.

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## CONCLUSIONS AND RECOMMENDATIONS

It is understandable that a small country like the Netherlands receives little attention in geography textbooks that deal with the whole of the world - even when these books count over 500 or 600 pages. Still, given the close ties between the USA and the Netherlands in past and present times (trade, migration, etc.), and the fact that the Netherlands offer several outstanding examples of geographical themes and concepts (urbanisation, struggle against the water, ports and international trade, intensive agriculture, etc.) the amount of attention being paid to the country is somewhat disappointing.

As to the quality of the parts dealing with the Netherlands, it must be said that on the one hand there are several more or less serious misinterpretations and misconceptions, while on the other hand the image of the Netherlands as transfered in the books tends to be somewhat dated and stereotyped.

Several of the books, despite the small amount of available space and despite the fact that the author's aim is not to present a full regional description, do contain within a very brief scope a limited description of the essentials of the geography of the Netherlands. In most cases this leads towards a quite unsatisfactory and incomplete enumeration of facts and situations, which does little justice to the country in question, and, moreover, seems to be of doubtful value for the teaching of geography.

Therefore we would suggest a course of action as followed for instance in book 9, that is to select one theme or region - in the book in question the evolution of the Randstad Holland - and to treat this into some depth. Such a section can offer a worthwhile example of a general geographical theme or concept, while - implicitly - it helps to combat the stereotype image.

Turning towards some more detailed recommendations, we would suggest:

- to have - in several of the books - more detailed maps than only a small-scale map of the whole of Europe;
- to refrain from the use of phonetic indications of the American pronounciation of Dutch names (like 'Myooz' and 'Myüz' for the river Maas, or even 'NEHTH urlunz'!). If phonetic indications have to be given, we feel that an effort should be made to get near the local pronunciation (suggestion: 'NAY-durlahnd').

Finally, we want to mention the services and various publishers of the Information and Documentation Centre for the Geography of the Netherlands at Utrecht; authors and publishers of geography teaching aids, as well as teachers are welcome to make use of these to the full. We would therefore recommend inclusion of these possibilities in the bibliographical suggestions in the textbooks and teacher's guides.

List of US History Textbooks Used in the Project

| | | |
|---|---|---|
| 1. | D. B. Bidna, a.o. | We the People. A History of the United States<br>Lexington, 1977 |
| 2. | L. Joanne Buggey, a.o. | America! America!<br>Glenview, 1982 |
| 3. | Thomas A. Bailey, a.o. | The American Pageant; A History of the Republic<br>Lexington, 1983 |
| 4. | Henry F. Graff, a.o. | The Free and the Brave; The Story of the American People<br>Chicago, 1980 |
| 5. | H. W. Bragdon, a.o. | History of a Free People<br>New York, 1981 |
| 6. | J. W. Davidson, a.o. | The United States. A History of the Republic<br>New Jersey, 1981 |
| 7. | T. Walter Walbank, a.o. | History and Life; The World and Its People<br>Glenview, 1980 |
| 8. | F. Roy Willis, a.o. | World Civilizations<br>Lexington, 1982 |
| 9. | M. Schwartz, a.o. | The New Exploring A Changing World<br>New York, 1975 |
| 10. | Burton F. Beers, a.o. | World History, Patterns of Civilization<br>Englewood Cliffs, 1983 |
| 11. | Lefton S. Stavrianos, a.o. | A Global History<br>Boston, 1979 |
| 12. | J. M. Thompson, a.o. | People and Civilizations. A World History<br>Lexington, 1977 |

SCHEME according to which the US history textbooks were analyzed[a]

A - Inventory part/impressions of each separate document

A.1. Quantitative - how many pages - or better: which percentage - of the books deal with the history of the partner country? Is this amount in balance with that of countries of comparable size or importance?

A.2. Visual material - inventory of the number of photographs, maps, diagrams etc. as well as of their contents.

A.3. Methodological approach - do the books belong to the categories "chronological" or "thematic" history? Which period or themes are dealt with?

A.4. Didactic approach - do the books have a descriptive character, or can one speak of analytical methods, "discovery learning", etc.?

A.5. General impression of each document.

B - Criteria for improvement and overall survey of all the documents

B.1. Obsolete facts in texts and visual material

B.1.1. - in statistics and in the presentation of factual situations

B.1.2. - in the presentation of interpretations, theories, etc.

B.1.3. - in the presentation of visual material

B.2. Incorrect facts in texts and visual material

B.2.1. - incorrect facts as such

B.2.2. - incorrect use of terminology and/or historical names

B.2.3. - presuppositions emanating from authors' view on history

B.2.4. - omitting significant facts and/or situations

B.2.5. - paying too much attention to relatively less important facts

B.2.6. - prejudices or value judgments

B.3. Further defects of visual material with regard to:

B.3.1. - technical quality

B.3.2. - quality of captions

B.3.3. - with regard to the selection of visual material

B.4. Remarks on the contents of questions and exercises

B.5. Remarks on the inter-subjectivity of the text

B.6. Remarks on the coherence between the contents and educational aims

## DUTCH ANALYSIS OF THE US HISTORY TEXTBOOKS

### A. INVENTORY PART

#### A.1. Quantitative analysis

The history textbooks reviewed can be divided in two categories: those dealing with US-history and those dealing with World-history. In both categories the quantitative degree of attention given to the Netherlands is rather limited. An exception is book 8 which devotes an entire chapter to "The Amsterdam of Rembrandt." On the other hand, in book 5 the Netherlands is mentioned in numerous brief remarks but can scarcely claim a single paragraph in its own right. To measure the quantitative degree of attention paid to the Netherlands we compared the number of citations.

Table 1 - Quantitative Analysis of contents dealing specifically with the Netherlands.*

| Book no.** | Pages texts | No. of citations | No. of illustrations and tables | No. of maps |
|---|---|---|---|---|
| 1 | 1 | 18 | 1 | 4 |
| 2 | 1,2 | 44 | 4 | 5 |
| 3 | 2 | 50 | 6 | 3 |
| 4 | 3,5 | 93 | 4 | 3 |
| 5 | 0,3 | 24 | 1 | 8 |
| 6 | ? | 39 | - | 11 |
| 7 | 0,9 | 43 | 4 | 10 |
| 8 | 40 | 121 | 25 | 23 |
| 9 | 1,5 | 28 | 3 | 6 |
| 10 | 2 | 109 | 6 | 16 |
| 11 | 0,7 | 38 | 4 | 10 |
| 12 | 5,5 | 39 | 16 | 9 |

*Teacher's guides/notes etc. excluded

**The numbers correspond to those in the list on p. 86.

Table 2 shows quantitative analysis of the Netherlands (Holland, Dutch) as compared to Sweden (Swedish). For Sweden also is a small European country which also played a relatively important role in European history of the 17th and 18th centuries and from where many immigrants settled in the U.S. Table 2 shows the result:

Table 2 - Number of citations

| Book No. | The Netherlands | Sweden |
|---|---|---|
| 1 | 18 | 3 |
| 2 | 44 | 6 |
| 3 | 50 | 10 |
| 4 | 93 | 13 |
| 5 | 24 | 3 |
| 6 | 39 | 2 |
| 7 | 43 | 10 |
| 8 | 121 | 2 |
| 9 | 28 | 21 |
| 10 | 109 | 16 |
| 11 | 38 | 1 |
| 12 | 39 | - |

Another way to measure the quantitative degree of attention paid to the Netherlands is to compare the number of citations of the Netherlands (Holland, Dutch) with the number of citations of England (Great Britain, English, British) in the field of expansion overseas in the 16th and 17th centuries. Though they were almost equal competitors in this field, Table 3 shows different appreciations. All books, except numbers 8 and 10, pay more attention to the part played by the English, whereas number 11 gives the two countries an equal share.

Table 3 - Number of citations in connection with overseas expansion

| Book No. | Neth. | England | Book No. | Neth. | England |
|---|---|---|---|---|---|
| 1 | 13 | 43 | 7 | 14 | 30 |
| 2 | 18 | 87 | 8 | 32 | 18 |
| 3 | 29 | 107 | 9 | 8 | 16 |
| 4 | 59 | 136 | 10 | 43 | 36 |
| 5 | 4 | 46 | 11 | 21 | 21 |
| 6 | 14 | 87 | 12 | 7 | 1 |

A.2. Visual material

As Table 1 shows, the twelve books are illustrated abundantly. All books make use of photographic material, both in colour and black and white to illustrate the texts and the numerous maps make the thread of the discourse more instructive.

All books contain maps of the Netherlands; book 8 contains three maps specifically devoted to the Netherlands, two of them concerning Amsterdam in the 17th century. Amsterdam also is the subject matter of quite a number of illustrations. Peter Stuyvesant, the famous founder of New York is likewise clearly illustrated and book 12 devotes numerous illustrations to Dutch paintings of the 17th century. Book 6 is the only one that does not contain illustrations about the Netherlands.

A.3. Methodological approach

a. American history textbooks all follow a chronological approach. However, books 5 and 6 combine a chronological and a thematic approach. Although all the books in this category cover American history from pre-historic times up to the present, the emphasis on the different periods varies. This is also the case with the attention paid to the social, economic and cultural aspects of history.

b. In the world history textbooks the choronological approach also dominates. Book 9 is an exception. It covers themes such as demography, climate, history, economics and forms of government in eight regions of the world.

Book 11 also uses a regional approach. It utilizes six large regions as themes in which light is thrown on the past by means of flash-backs.

Table 4 shows the distinct and various forms of approach the books use.

Table 4 - Methodological Approach

| Book No. | chronological | thematic | regional |
|---|---|---|---|
| 1 | X | | |
| 2 | X | | |
| 3 | X | | |
| 4 | X | | |
| 5 | X | X | |
| 6 | X | X | |
| 7 | X | | |
| 8 | X | X | |
| 9 | | X | X |
| 10 | X | | |
| 11 | X | X | X |
| 12 | X | X | |

A.4. Didactic approach

At first sight Dutch history teachers would tend to classify the twelve textbooks as handbooks or reference books instead of regular textbooks. The size of the books--all of them number more than 600 pages, book 8 even more than 1400 pages!--is impressive. Moreover,

the presence of glossaries and indices confirm the impression of reference books. However, directions for the teacher either in the form of "teacher's annotated editions" or a separate "teacher's handbook" confirm the nature of regular textbooks. In addition most of the books are supplemented by work books or contain sections within each chapter with summaries, questions, texts, etc. Only book 8 proves to be a handbook in the true sense. Most of the books (1, 3, 5, 6, 7, 8, 9, 10, 11, 12) use a descriptive approach, sometimes combined with an inquiry approach (1, 9, 11) or a (guided) discovery approach (10, 12) or with inquiry as well as discovery approaches (5, 6). Books 7 and 8 make use of strictly descriptive approaches, whereas books 2 and 4 tend to stress the (guided) discovery approach.

A.5. General impressions of each textbook

Book 1

The authors give a chronological synopsis of American history from prehistoric times till now. Transfer of knowledge of American history comes first and foremost so that foreign history is only mentioned if it bears directly on American history, for instance in connection with American foreign policy. The book offers little possibility for learning through discovery: all the likely answers about history can be found in the text, though the illustrative texts do offer the possibility of entering into the spirit of various periods of history described in the book. The book also offers an opportunity for close analysis (albeit to a limited degree) and to enter into the historic material offered.

Book 2

This book offers a brief survey of American history. Simple language and the limited density of information make for easy reading. Consequently,

pupils require relatively little knowledge, especially where Dutch history is concerned. In accordance with the didactic set-up of discovery the authors endeavor to teach pupils the required skills and offer them the opportunity to enter into the various historical situations.

The book is limited to political history. Attention is also given to social and economic history whereby the past of the various ethnic groups are given special attention. Justice is done to social and economic history of the 19th and 20th centuries.

Book 3

The authors go out of their way to describe American history from the struggle for independence onwards with special emphasis on the 20th century. The Dutch are given little attention in this American History book.

Political history forms the nucleus of this book although attention is also given to social and economic developments. The authors present the course of history as an established fact but have added a beneficial counterbalance by offering a wide explanation of some of the pros and cons of some of the subject matter and by reporting the earlier historical viewpoints on these matters. Moreover, at the end of each chapter various views on particular controversies are presented.

The authors offer much information in a vivid style, which sometimes leads to strong claims.

Book 4

The authors offer an extensive and detailed survey of American history after the arrival in America of the European poor.
The final chapter (contemporary history) deals with emancipating sections of the population. Minority group history hardly gets any

attention at all, it is the history of white America. Besides the emphasis of the book lies in the 18th and 19th century and it is especially the individual deeds that are brought to the fore. The Netherlands receives attention as one of the states that has founded colonies in America. The colony of New Netherlands claims the most space, in addition, attention is given to the part the Netherlands played in the American struggle.

Book 5

This book deals with American History from prehistoric times till 1980. It is conveniently arranged and can be put to good use. The number of exercises which make thematic treatment possible, and the many didactic possibilities add to this. Primary sources, illustrations, maps and diagrams can be utilized for analysis inquiry whereas assignments that are given to broaden the individual knowledge about a given subject help pupils to find things out for themselves (discovery). Unfortunately there is no trace at all of any coherent treatment of Dutch history. In contrast to England, The Netherlands is mostly treated in the framework of larger units or it is only referred to in a single sentence.

Book 6

By means of a number of recurring exercises, such as the growth of national unity, the presence of different sections of the population and the development of democratic institutions, this book affords a survey of American history from prehistoric times till 1980. Foreign history is only mentioned if it bears directly on America. The Netherlands in comparison with England in the 16th and 17th century, receives very little attention indeed.

The authors in their description of American history avail themselves of primary sources both as an enlivenment and as an analysis. They stimulate the training skill and offer at the end of each chapter possibilities for gaining a more profound knowledge and doing independent research.

Book 7

Book 7 gives a chronological survey of world history from the pre-historic period to the present. All continents are dealt with, but the history of the "west" receives the most attention. Dutch history occupies a modest place. Attention is mainly focused on Dutch colonial expansion and the Dutch rule in Indonesia. The authors present history as a firm fact. Although the teacher's guide offers suggestions for the practice of skills, the book does not invite the student to come to an independent opinion or to do any research. There is for instance no reference to sources. By applying ill fitting terms to historical periods the subject matter has an anachronistic ring. Moreover, the ideals such as freedom, nation and democracy colour the treatment of the subject matter. The descriptive set-up of the book, whereby the course of history is accepted as an indisputable fact, reinforces the anachronistic character of the book.

Book 8

The author presents a clear survey of the various civilizations in world history in chronological order. Without the danger of the reader drowning in a deluge of detail: superfluous matters have been omitted. The author contrives to evoke images of time which offer a clear historical insight. This is done by paying much attention to cultural expressions such as art, science, architecture, etc., and the author

doesn't limit himself to describing one war after another. An incomplete and sometimes incorrect index reduces the practical usefulness of this manual. The history of Dutch civilizations receives proper treatment. The emphasis is placed on the Dutch Golden Age to which an entire chapter is devoted. The author gives proper attention to Dutch history in relation to English history.

Book 9

Book 9 combines history, geography, economics and sociology with limited attention given pre-1945 history. The emphasis lies on economic history. Cultural expressions and even political history remain underexposed. The regional approach makes it difficult to make any connections with historical phenomena in other regions. The authors moreover emphasize U.S. security interests in the regions described. The attention given to the Netherlands, in comparison to Sweden may be said to be called reasonable. This also applies to the survey of the post-war world.

Book 10

Book 10 is didactically speaking a remarkably strong book. By means of interesting introductions at the beginning of each chapter pupils are able to gain a powerful image of certain historical situations and the assignments offer sufficient scope for guided research and study at various levels. The emphasis in the chronological synopsis lies on European history, although attention is drawn to the Third World countries. Dutch history does not play a big part, though the Netherlands receive considerably more attention than Sweden. Overseas expansion, The Dutch Revolt, Erasmus and the Belgian uprising are duly dealt with. The authors offer too much historical information for the limited scope of the book. This results in too little interpretation and analysis.

Book 11

The authors treat World history from the standpoint of a historical outlook using the present as a starting point. Attention is directed towards a number of important areas: The Soviet Union, Latin-America, China, India, Africa and the Middle East. In this connection American and European history are significant only insofar as they are of worldwide importance. That means that as far as the Netherlands are concerned only the history of colonial expansion is treated in the book. Internal European developments, let alone the Netherlands, receive little or no attention. Much space is devoted to geography and modern society.

Book 12

Book 12 pays no attention to the chronological progress of world history but treats a number of important turning points in the history of humanity in its entirety (which has for a greater part, incidentally been put in chronological order). The authors have found a perfect balance between the descriptive method and that of self-discovery. From the descriptive parts of the book pupils can familiarize themselves with essential knowledge; by means of sources, maps, diagrams and play acting. They are given the opportunity to discover for themselves the many aspects of history.

Notwithstanding the minor mistakes regarding Dutch history, this is a good book.

## B. CRITERIA FOR IMPROVEMENT

### B.1. Obsolete facts in texts and visual material

B.1.1. - In "Statistics" and in presentation of factual situations

By using dated literature, a number of books present facts which may be considered as obsolete: Book 4 incorrectly states that the Netherlands became rich "from their spice trade with the East Indies." It is an established fact that the greater part of the Dutch wealth was earned in the trade with Europe, more especially in the Baltic Trade.

- Book 11 estimates the size of the Dutch merchant navy to have consisted of between 1600 and 10,000 ships, an improbable number considering that the most important branch of commerce, namely the Baltic Trade numbered about 1200 ships.
- Book 7 mentions the incorrect year of birth of Erasmus (1466); nowadays it is generally conceded that Erasmus was born in 1469. The passing of time incidentally sees to it that history books become obsolete: in book 9 the Surinam is listed as a Dutch possession. It has been independent since 1975.

B.1.2. - In the presentations of interpretations, theories, etc.

A number of books (books 4 and 11) exaggerate the importance of the non-European foreign trade of the Netherlands in the 16th and 17th centuries. The Dutch profited from a temporary and favorable situation by establishing a route between the Baltic and the Mediterranean and controlling it. Only toward the end of the 16th century did they gain control over the trade routes outside of Europe. It is however incorrect to state that the Dutch controlled these routes around 1600 (book 11).

Another obsolete version appears in book 10; which restricts the Dutch revolt to a mere struggle between two countries.

B.1.3. - In the presentation of visual material

No remarks.

B.2. Incorrect facts in text and visual material

B.2.1. - Facts incorrect as such

Many of the inaccuracies found in the textbooks belong to this category of facts which are simply incorrect. Examples such as:

- wrong dates (book 2, 3, 7, 8, 10, 11)
- topographical errors (book, 4, 8, 10, 11, 12)
- incorrect rendering of historical situations on maps

Books 7 and 8 show the province of Limburg as having been conquered by Germany during the Great War. Apparently this mistake is based upon the proposed German Plan of attack of von Schlieffen. This plan, however, was not carried out since the Germans considered the continuation of Dutch neutrality an advantage.

Book 7 locates the borderline of the Roman Empire in 117 A.D. in the Netherlands too far North and East. The book also depicts the Netherlands as part of the Holy Roman Empire. After 1648 this was no longer the case.

Books 7 and 10 offer an incorrect presentation of the Dutch colonial empire around 1700.

- Contrary to what the text of book 8 asserts, the Netherlands most certainly recognized the need to prepare the Dutch East Indies for independence.
- Books 9 and 10 exaggerate the number of protestants among the Dutch population.

- The presentation of motives leading to voyages of discovery and overseas trade reveals in book 3 an erroneous view on the position of the Netherlands in the 16th century.
- Books 3, 7 and 10 give a wrong idea of the role William III played during the Glorious Revolution of 1688.
- Book 10 reports an event that could never have taken place, namely that British soldiers in May 1940 tried to halt the German advance in the Netherlands. The Dutch army, however, gained support from a number of French regiments at the time.

B.2.2. - Incorrect use of terminology and/or historical names

A frequent mistake is made by calling the Netherlands "Holland" (books 3, 4, 5, 7 and 10). By Holland is meant two provinces in the Western part of the Netherlands. The interchange of Dutchmen and Germans has apparently also become a firmly established error (books 3 and 5). The definition of Dutchmen in book 1 (The Dutch who came from Holland) is self-explanatory in this respect.

Dutchmen come from the Netherlands and Germans from Germany.

Some corrections in respect to names:

- Antonie (instead of Anton) van Leeuwenhoek (books 7 and 11);
- Christiaan (instead of Christian) Huygens (book 7);
- Frans (instead of Frans) Hals (book 4);
- Den Briel or Brielle instead of Brol (book 8);
- Vereenigde Oost-Indische Compagnie (books 8 and 12).

B.2.3. - Presuppositions emanating from Authors' view on History

Books 7 and 11 exclusively aim at world history to such an extent that their attention is entirely focused on Dutch overseas expansion during the 17th century. And indeed the voyages of dis-

covery and the United East India Company and the West India Company are of very great historic importance and quite spectacular! But as a result of this fixation on World History the European basis of the Dutch economy is not appreciated. The present forms an emphatic starting point for the authors of book 7 and tend towards anachronisms: By so doing they almost equalize the U.E.C. (V.O.C.) and W.I.C. with modern Limited Liability Companies. The great admiration for ideals such as freedom, nationhood and democracy leads them to attribute the Belgian revolt to its result: an independent and liberal Belgian state. This outcome of the Belgian uprising was not the original idea at all. The authors of book 7 probably take for granted that the Soviet Union poses a threat to world peace. In this connection the various remarks on the necessity of a powerful and therefore strongly armed Europe forming a buffer between the United States and the Soviet Union are significant. Remarks such as these will cause American school children to have little sympathy for Europeans who urge reduction of arms and who for that reason are suspicious of American foreign policy. One may readily conclude that this "suspicion" towards Europe arises from a feeling of Anti-Americanism. This conclusion is incorrect: most Europeans try to avoid being at the mercy of the "two superpowers" and therefore wish to reject the task of Europe as a buffer in favour of the United States.

B.2.4. - Omitting significant facts and/or situations

Among "Fields of Interest" we have staged a number of categories which, to our view, should be featured in American history books under the most ideal circumstances. That a school book should pay attention to certain categories has been pointed

out here. The following remarks only touch upon those cases in which amplifications would suit the context.

A. The eighty years' war

In books 3 and 4 various starting points should be mentioned wherever the Dutch revolt is described, such as: the religious, economic and political conditions at the time. These reasons make it clear why the Dutch revolt can also be seen as a civil war.

- When in connection with religious tensions in the 16th century the conflicts between Spain and England are mentioned, it is incomprehensible that no attention is paid to the struggle between the Netherlands on the one hand and Spain on the other, the more so, since the Republic of the Seven United Provinces emerged as one of the most powerful nations in the world, both politically and commercially (books 2 and 6).
- A number of books tend to pay excessive attention to England resulting in the negligence, for instance, of the Dutch contribution to the victory over "The Spanish Armada" in 1588.

B. The Dutch overseas expansion

- With regards to the founding of Dutch Colonies in America: When dealing with the "middle colonies" mention might be made of the fact that they were founded by the Dutch and Swedes (books 1, 5, 8 and 9);
- When dealing with the Colony New Netherlands the slight success of the Baronies in furthering the cause of colonization might be pointed out (books 3 and 4) as might the unwillingness of the

Dutch to settle in America since there was enough employment at home, and the fact that the population of the colony was not very appreciative of Dutch authority (book 3).

- In connection with the Dutch colony or colonies in the East-Indies mention should be made that a chain of trading posts developed into a territorial Empire and that a private undertaking (the United East India Company) became a colony administered by the government (books 3, 7, and 10).
- Books 4 and 7 place a strong emphasis on the colonial empire and the trade connected with it. They thereby fail to recognize the great importance of the European trade to the Dutch economy.
- The Dutch voyages of discovery deserve more attention, especially the search for a sea route from Europe to the Indies by way of the north easterly route (books 3, 7, 10 and 11) and the discovery of Australia (book 4).

C. Dutch culture in the Golden Age

- Book 8 offers an excellent survey of the arts and sciences in Amsterdam in the 17th century which could be supplemented by means of details. In book 11 the substantial contributions made toward discoveries in the field of physical science in the 17th century by Dutchmen such as Huygens and van Leeuwenhoek deserve to be mentioned.

D. The Dutch role in the American war of Independence

- A number of books fail to draw attention to the Dutch involvement in the American war of independence (book 2 and 10). Other books (4 and 6) do not draw any attention to the Dutch monetary loans to the Americans, although the context in which it could

be placed is more than suitable. Book 3 could, when comparing the American war of independence with the Dutch Revolt, make mention of the great inspiration which the latter gave to the former.

E. The decolonization of the Dutch East Indies in international perspective.

- Book 10 leaves unmentioned the role which the US and the UN played in the decolonization process of Indonesia. The Dutch East Indies.

F. International relations in the West since the First World War

- The allied advance in Europe in 1944 does not extend to the southern Netherlands and in addition there is no mention at all of the unsuccessful air-bomb assault on Arnhem (books 6 and 8). Book 12 lacks coherent treatment of the problem of the nuclear arms race and weapon-control after 1945. The nature and extent of the arms build-up after 1945 might well prove to be a turning point in world history.

G. The close economic ties between Europe and the USA

- The aims of the European Community are incompletely rendered (books 7 and 10). The following points are of importance:
  1. free exchanges of capital, labor and services
  2. joint tariffs (import duties) when dealing with non-member countries
  3. a common agriculture policy.

H. Modern European society

- The three main European ports are: Antwerp, Hamburg and

Rotterdam, the latter being considered as the world's largest port (book 9).

B.2.5. - Paying too much attention to relatively less important facts

To deal with superfluous information we have used "Field of Interest" as a starting point. This gave rise to the following remarks:

A. The Dutch overseas expansion.

- Book 10 exaggerates the Dutch interest in North America. The Netherlands attached more importance to the Surinams than to New Amsterdam.
- Book 10 also mentions the town of Bantam on the map "European Trade in Asia about 1700." Bantam could better be replaced by Batavia.

B. The decolonization of the Dutch East Indies: Both book 5 and book 3 exaggerate the role of the United Nations in maintaining world peace. It is true that the UN helped to contain the violence, but during important moments the Netherlands ignored the resolutions of this organization. American pressure on the Netherlands (Marshall aid) was more important in bringing the conflict to an end.

B.2.6. - Prejudices or value judgments

The twelve books which we examined can hardly be said to be prejudiced against the Netherlands or the Hollanders/Dutch. A number of formulations however, support the evidence of arbitrary values.

- It stands to reason that formulations such as: "This vigorous little low land nation" (book 3) and "The intelligence and hard work of such men (merchants shown on a painting by Frans Hals) made

the Netherlands a leader in world trade" (book 4) flatter our national pride. However, these remarks leave in the dark how international conditions contributed to the economic success of the Netherlands in the 17th century and over-emphasize the individual merits of Dutch merchants as such.

- The thesis that the colonists in New Netherlands should have been dissatisfied with the Dutch administration and for that reason welcomed the British take-over (book 1) is not borne out by facts. A more powerful argument for the passive surrender might be that the colony had insufficient means of defense.
- Book 3 incorrectly condemns the Dutch attitude towards England in the 17th century: "They ungratefully challenged the supremacy of her former benefactor, England." England did not confer any benefits to the Dutch revolt by rendering support but was simply involved in power politics. English remedies were sometimes worse than the disease. There can be no question of ingratitude towards a beneficiary. It is more likely that England was challenging Dutch superiority!
- Book 8 calls the cooperation of Sukarno with the Japanese an "act of treason." Certainly in colonial relationships the term collaboration/treason should be handled with care. It is a fact that Sukarno was convinced that he could serve the interest of the Indonesian people best by collaborating with the Japanese.

B.3. <u>Further defects of visual material</u>

B.3.1. - With regards to the technical quality

- On some maps (book 6) the Netherlands are shown as a shapeless area.

- Book 5 makes no distinction between belligerent and neutral states. Both on the map showing the development during the first World War and on that of Europe during the period 1942-1945.

B.3.2. - Quality of captions for illustrations

In a number of cases captions give incomplete information (book 7: Dutch interiors) or suggest/circumstances, which are not true to fact (book 1 where a caption suggests that Africans in New Amsterdam lived with others on basis of equality).

B.3.3. - With regard to the selection of visual material

In a number of books we find illustrations which do not support the text such as:

- The illustration of New Amsterdam in Book 5 which incidentally makes no mention at all of Dutch colonies in North America;
- The picture of New Amsterdam (book 11) illustrating the growth and decline of Amsterdam;
- The photograph of an Amsterdam bookstall which serves to reflect Western Europe as a literary center (book 9).

B.4. Remarks on the contents of questions and exercises

As a considerable number of questions bear a reproductive character they reflect the contents of the survey. The questions and assignments do not give rise to separate remarks.

B.5. Remarks on the Inter-subjectivity of the text

No remarks.

B.6. Remarks on the coherence between contents and educational aims

This examination of U.S. history textbooks is especially directed towards the treatment of the history of the Netherlands. Therefore we have refrained from commenting on the coherence between books and contents in general.

In addition to these commentaries a detailed assessment of each document has been compiled, which is available to the authors and publishers in question.

## CONCLUSIONS AND RECOMMENDATIONS

The extent to which the books examined give negligible attention to small states, unless their history bears directly on U.S. history, is striking.

This is also the case with regard to the Netherlands, but in numerous respects Dutch and American history is interlaced: In the 17th century through the Dutch colonies in America, in the 18th century through the Dutch participation in the American struggle for independence, in the 19th century because of the stream of Dutch emigrants, in the 20th century through the alliance in the Second World War and in the NATO and last but not least through economic ties (in 1983 the U.S. was the largest foreign investor in the Netherlands and the Netherlands were the second largest foreign investor in the U.S.). Depending on the importance that the writers attach to the Dutch role in American history and world history respectively, the attention they pay to the Netherlands varies. Since the textbooks examined deal with either American or world history, the recommendations have been divided in two categories. These recommendations do not pretend to be of general validity, for the specific aims and quieries of different books vary.

A. <u>Recommendations for improvement of American schoolbooks dealing with American History</u>.

In all the schoolbooks examined, Dutch history receives insufficient attention. This is lamentable especially since a number of pupils when they leave school have not received any instruction in world history.

1. Dutch overseas expansion in the 16th and 17th century: developments

in Europe deserve more attention: as far as (colonial) expansion is concerned the following is of importance: the eighty years war against Spain (the fight against Spain and Portugal and their colonies) and the inter-European trade which was of far greater significance to the Netherlands than the trade with other parts of the world.

- Nearly all the books give the impression that the Netherlands were interested in colonizing the New-Netherlands, but the principal aim of the Netherlands there was the promotion of trade, and if possible having a military base for the war against Spain and Portugal (how little importance the Netherlands attached to the colony appears from the enthusiasm with which the exchange of the New-Netherlands for Surinam was greeted "peace of Breda, 1667"]

2. Depending on the aims of each book, more attention could be paid to Dutch culture in the Golden Age.
3. More attention could be paid to the role of the Netherlands in the American war of independence, particularly to the following points:
   - the financial support to the American rebels;
   - the early recognition of the United States of America by the Netherlands;
   - the conflict between the Netherlands and England resulting from the support.
4. In most books ample attention is paid to nationalism in the Third World after 1945. Therefore more attention to the de-colonization of Indonesia seems to be appropriate since the United States played an important role in the matter (F. P. Graham, C. Dubois and M. H. Cochran; the threat of stopping the Marshall-aid (Brewster amendment)).

5. A good, objective explanation should be given of the relations within the Atlantic treaty, in other words, apart from American security interests European interests should be dealt with. More attention should be paid to different interpretations and visions.
6. More attention can be paid to the mutual economic dependability of Europe and the United States. In any case the (development towards the) E.E.C. must not remain unmentioned.

B. Recommendations for the improvement of American textbooks on world history.

In general it can be said that rather much attention is paid to the Dutch Golden Age, but that Dutch history after that period is presented rather sketchily. Although the attention to the Netherlands in the 17th century is in itself understandable, the more coherent treatment of Dutch history after that period would be appropriate.

1. A textbook that aims at describing the entire world history, should not leave the Eighty Years' War unmentioned. When dealing with this war attention should be paid to:
   - the religious, political and economic background of the conflict;
   - the revolutionary elements of that struggle;
   - the result of the war as regards territory, the separation of the Northern and Southern Netherlands;
   - the "placcaet van verlatinghe" as a source of inspiration for other revolutions.
2. When dealing with Dutch economic expansion in the 16th and 17th century:
   - as measured by its importance Dutch history of expansion should receive at least as much attention as the English;
   - the treatment of the staple market function of the Netherlands is indispensable;

- the treatment of the inter-European trade and of the trade with territories outside Europe should be in balance.

3. If attention is paid to cultural history, Dutch culture in the Golden Age should be dealt with. Attention could be paid to:
   - socio-economic backgrounds of Dutch art;
   - the pursuit of science in the Netherlands;
   - painters and not only Rembrandt;
   - architecture and town planning;
   - other points as tolerance and the free expression of opinion in the Netherlands.
4. For the American war of independence see the remarks under point A.3. above.
5. When dealing with nationalism in Asia after 1945 attention should be paid in a coherent way to the decolonization of Indonesia; the backgrounds of the Dutch decision to proceed to the use of violence must not be omitted.
6. As one of the consequences for the Netherlands of the Second World War the breach with the old neutrality politics could be mentioned. After the Second World War the Netherlands became a party to a number of military alliances.
7. New books should pay attention to the backgrounds of the resistance to nuclear armament in the Netherlands within a general European framework, if required.
8. Ample attention should be paid to the growing European cooperation (The Benelux, E.G.K.S., E.E.C. and the Common Market).
   The mutual economic dependability of the USA and Western Europe must also receive mention.

9. In brief outlines the political situation in a number of European countries could be explained. Understanding that European politics is conducted on a basis of ideologies the following points should be dealt with:
   - Parliamentary democracy;
   - Proportional representation;
   - the part played by the media.

Conclusions

Where ever the Netherlands is dealt with in American history schoolbooks it receives largely unbiased treatment. It is a fact however, that a surprising number of errors are made in the texts, maps and letter-presses. These errors are probably due to insufficient research. The limited amount of historical literature available in English and which deals with the Netherlands might well be at fault. Dutch history mostly comes into its own with regards to the 16th and 17th century though even then the importance of English history with regard to Dutch history is overestimated.

Obviously the notion that the USA is the heir to the English democratic tradition is deeply rooted.

Dutch history, after the Golden Age, is badly treated. Modern times are treated sparsely and are wholly lacking in consistency.

In the cultural, political, military and the economic field the Dutch participation in the Atlantic relations after 1945 remains underexposed.

# APPENDICES

## Information about Sponsoring Organizations

Appendix I

## SLO: National Institute for Curriculum Development

SLO develops curricula which take the form of model publications. Moreover, it has co-ordinating and advisory tasks in this field. The offices of the institute are in Enschede.

SLO operates on a national scale for all educational organizations and institutions excluding universities.

In this manner SLO supports the present Dutch educational system and contributes to educational innovation activities. These are initiated upon requests submitted by schools or by the Ministry of Education.

SLO is a state-subsidized institution.

All SLO publications are produced in close co-operation with schools.

These publications refer to three levels of planning in education:

at classroom level: experimental teaching kits with practical learning materials for the pupils and advice for the teacher.

at school level: models for school curricula and so-called partial school curricula, in which the working methods of school teams and individual teachers are laid down.

at national level: common-core curricula, that can have two functions:
- advice to the Minister of Education about a common-core curriculum for a particular school-type
- a source of inspiration for the development of a school curriculum in a school

The Central Register for Learning Materials (CRL) is a separate unit within SLO. CRL publishes surveys that provides a systematic compilation of learning materials that are available for a specific school-type.

For further information: SLO
Beltstraat 44
NL 7511 JW Enschede

Appendix II

## IDG: Information and Documentation Centre for the Geography of the Netherlands

The Information and Documentation Centre for the Geography of the Netherlands was established in 1964, partly in response to a Council of Europe recommendation, in which are represented the various university geography departments and institutions for the training of geography teachers, as well as the Royal Netherlands Geographical Society. It is subsidised by the Ministries of Education and Science and of Foreign Affairs.

The aim of the Centre, which is a non-profit-making body, is to inform institutions and bodies outside the Netherlands which are concerned in any way with education, information or research connected with this country, about the geography of the country.

Different types of activities have been developed for this purpose during the past twenty years. In the first place, there is the answering of requests, mostly in written form, for information and documentation material.

In addition, two series of information booklets, a wall map and a series of colour slides have been produced in close collaboration with the Ministry of Foreign Affairs.

The IDG mainly concentrates its activities for the rest on the authors and publishers of teaching aids, since it is they who are responsible for the widespread dissemination of information through the publication of books, atlases, wall maps, slide series etc. The IDG has so far organized exchanges of teaching materials with Belgium, the German Federal Republic, France, the United Kingdom, Italy, Japan, Rumania and the United States.

For further information: IDG
Geographical Institute
P.O. Box 80115
NL 3508 TC Utrecht

Appendix III

## Social Studies Development Center

The Social Studies Development Center is a multi-faceted organization sponsored by the College of Arts and Sciences and the School of Education at Indiana University.

The Center programs include research, the development of instructional materials, the diffusion of innovative ideas and practices, and the promotion of cooperation among groups with the skills and resources need to improve social studies. Present programs include:

Internationalizing Teacher Education - a major project to internationalize the elementary teacher education program on four Indiana University campuses. Supported, in part, by the Fund for the Improvement of Post Secondary Education.

Textbook Studies - this program is designed to review, evaluate and seek improvement in textbooks. Recent projects include studies conducted by U.S./Soviet, U.S./Japanese, and U.S./Netherlands scholars to improve each country's textbooks, and a project investigating the treatment of the U.S. Constitution in American history and government textbooks.

The Social Studies Development Center also has one of the largest permanent displays of K-12 social studies materials in the country. Over 10,000 texts, teacher's guides, games, audio-visual and other classroom materials; education, reference, and background professional materials and periodicals are included in the Center's collection.

An SSDC internship program provides graduate students with supervised training in materials development, in-service training and research. The Center also hosts a number of foreign educators each year.

For further information: SSDC
Smith Research Center #120
Bloomington, Indiana 47401

Appendix IV

National Council for Geographic Education

The National Council for Geographic Education was organized in 1914 to promote and improve the effectiveness of education in geography at all levels.

The Journal of Geography is the offical publication of NCGE. It is published bi-monthly. For further information contact:

James Vining, Executive Director
NCGE Central Office
Macomb, IL 61455

Association of American Geographers

The Association of American Geographers was organized in 1905 to promote and improve the effectiveness of interaction and research in geography.

The AAG publishes career booklets that describe a variety of educational programs available for students to prepare them for careers in geography.

For further information contact: Salvatore Napoli, Deputy Executive Director
AAG Central Office
1710 16th St., N.W.
Washington, D.C. 20009

A recent joint venture of NCGE and AAG produced Guidelines for Geographic Education in elementary and secondary schools, a 25 page booklet providing suggestions regarding content, process, skills, outcomes and the role of sequence in geographic education.